

**THE INFLUENCE OF USING GUESSING GAME TOWARDS STUDENTS'
NARRATIVE WRITING ABILITY AT THE FIRST SEMESTER OF THE
TENTH GRADE OF SMA NEGERI 3 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By

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ABSTRACT

THE INFLUENCE OF USING GUESSING GAME TOWARD STUDENTS' NARRATIVE WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMA NEGERI 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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As one skill which should be mastered by the students in English learning, the students still find writing difficult. It could be seen in preliminary research. There were 69.84% of the students who got the score under 70 as the criteria of writing test. Thus, the new technique was proposed, the technique was guessing game. The objective of the research was to know whether or not there was a significant influence of using guessing game towards students' narrative writing ability.

The quasi experimental design was used in this research. The sample of research was two classes consisting of 28 students for experimental class and 28 students for control class. The treatments were held 3 meetings for each class. In collecting the data, the researcher used instrument in the form of writing test. Before giving treatment, the pre-test was given for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, SPSS (*Statistical Package for Social Science*) was used analyzed the data to compute independent sample t-test.

The result showed that the students' post-test score in the experimental class is higher than students' post-test score in the control class. It could be seen from the result of Levene's Test that $Sig(Pvalue) = 0.004$. and $\alpha = 0.05$. It means that H_a was accepted and there was a significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade at SMA Negeri 3 Bandar Lampung.

Keywords: *Writing, Narrative Text, Guessing Game, Quasi Experimental Design, Quantitative Research.*

DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Guessing Game Towards Students’ Narrative Writing Ability at the First Semester of the Tenth Grade at SMA Negeri 3 Bandar Lampung in the Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, February 2019

Declared by,

ARDI BUDIONO PRATAMA

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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ٢٧

“And if all the trees on earth were pens and the oceans(were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom” (QS. Luqman: 27)¹



DEDICATION

¹ *Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda Kelompok Gem Islami), Al Qolam: 1, p.1219

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Sudiono and Ms. Arda Sari who have always prayed and supported for my success and advised me wisely.
2. My beloved brother and sister; Asep Sutiono, and Een Tri Hapsari.
3. My almamater UIN Raden Intan Lampung.
4. My beloved friends, who always support me, all members of English Education D 2014.



CURRICULUM VITAE

Ardi Budiono Pratama was born in Tanjung Karang on July 21st, 1997. He is the first child of three children of Mr. Sudiono and Ms. Arda Sari. He has one brother his name is Asep Sutiono and one sister, who name is Een Tri Hapsari.

He began his study at elementary school of SD Negeri 04 Penukal in 2002 and graduated in 2008. After that he continued his school at Junior High School at SMP Negeri 2 Penukal and graduated in 2011. After that, he continued at Vocational High School at SMK Negeri 1 Penukal and graduated in 2014. Furthermore, in 2014 he continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers.

This thesis entitled “The Influence of Using Guessing Game Towards Students’ Narrative Writing Ability at the First Semester of the Tenth Grade at SMA Negeri 3 Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.



When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung and the Advisor who has patiently guided and directed the researcher until the completion of this thesis as well.
3. Nunun Indrasari, M.Pd, the co-advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, February 2019
The Researcher,

Ardi Budiono Pratama
NPM. 1411040218

TABLE OF CONTENTS

	Page
PAGE OF TITTLE	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii



CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objectives of the Research	8
F. The Significance of the Research	8
G. The Scope of the Research	8

CHAPTER II REVIEW OF LITERATURES

A. Theories	10
1. Teaching English as a Foreign Language	10
2. Writing	11
2.1 Definition of Writing	11
2.2 Definition of Writing Ability	13
2.3 Process of Writing	14
2.4 Teaching Writing	16
2.5 Aspect of Writing	18
3. Text	20
3.1 Kind of Text	21
4. Narrative Text	23
4.1 Narrative Text Writing Ability	25
4.2 Students' Narrative Text Writing Ability	26
5. Game	27
6. Guessing Game	30
6.1 Definition of Guessing Game	30
6.2 Procedure of Using Guessing Game in Teaching Narrative	31
6.3 Advantages of Using Guessing Game	32
6.4 Disadvantages of Using Guessing Game	33
7. Free Writing Technique	34
7.1 Definition of Free Writing Technique	34
7.2 Procedure of Using Free Writing Technique	35
7.3 Advantages of Free Writing Technique	35
7.4 Disadvantages of Free Writing Technique	37
B. Frame of Thinking	38
C. Hypothesis	38

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	39
B. Variable of the Research	41
C. Operational Definition of Variable	41
D. Population, Sample and Sampling Technique	42
1. Population	42
2. Sample	42
3. Sampling Technique	42
E. Research Procedure	43
F. Data Collecting Technique	44
G. Research Instrument	46
H. Criteria for Evaluating Students' Writing	48
I. The Analysis of the Research Instruments	51
1. Validity Test	51
2. Reliability Test	52
3. Readability Test	53
J. Data Analysis	54
1. Normality Test	54
2. Homogeneity Test	54
3. Hypothetical Test	55

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure	56
B. Process of Treatments	57
C. Result of Research	62
1. Result of Pre-test	62
2. Result of Post-test	64
D. Result of Analysis Data	66
1. Result of Normality Test	66

2. Result of Homogeneity Test	67
3. Result of Hypothetical Test	68
E. Discussion	69
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	73
B. Suggestion	73
REFERENCES	75
APPENDICES	79



LIST OF TABLES

Table

Page

1. Students' English Writing Score at the Tenth Grade of SMA Negeri 3 Bandar Lampung	4
2. The Scoring System for Evaluating Students' Writing	48
3. Criteria of Reliability	53
4. The Normality Test of Experimental and Control Class	66
5. The Homogeneity Test of Experimental and Control Class	67
6. The Result of Hypothetical Test	68



LIST OF FIGURES

Figure

Page

1. Process of Writing	16
2. Result of Pre-test in Experimental Class	62
3. Result of Pre-test in Control Class	63
4. Result of Post-test in Experimental Class	64
5. Result of Post-test in Control Class.....	65



LIST OF APPENDICES

Appendix Page

1. The Interview Guideline for the Teacher	80
2. The Result of Interview the Teacher	81
3. The Interview for the Students	84
4. The Result of Interview for Student	85
5. Students' Name of Experimental Class X IPA 4	88
6. Students' Name of Control Class X IPA 3	89
7. Instrument of Pre-Test	90
8. Instrument of Post-Test	91
9. The Analysis Score of Pre-test in Experimental Class	92
10. The Analysis Score of Post-test in Experimental Class	93
11. The Analysis Score of Pre-test in Control Class	94
12. The Analysis Score of Post-test in Control Class	95
13. Students' Score of Pre-test and Post-test in Experimental Class	96
14. Students' Score of Pre-test and Post-test in Control Class	97
15. The Result of Reliability for Post-test Based on Two Raters	98
16. The Result of Reliability for Pre-test Based on Two Raters	99
17. Expert Validation Form for Writing Test	100
18. Students' Name for Validating Readability	101
19. The Instrument of Readability Test	102
20. The Result of Readability Test	104
21. The Result of Normality Test	105

22. The Result of Homogeneity Test	106
23. The Result of Hypothetical Test	107
24. Syllabus	108
25. Lesson Plan for Experimental Class 1	113
26. Lesson Plan for Experimental Class 2	119
27. Lesson Plan for Experimental Class 3	126
28. Lesson Plan for Control Class 1	133
29. Lesson Plan for Control Class 2	139
30. Lesson Plan for Control Class 3	146
31. Student Pre-test (Experimental Class)	152
32. Student Post-test (Experimental Class)	155
33. Student Pre-test (Control Class)	158
34. Student Post-test (Control Class)	161
35. Control Card	164
36. Documentation	166

CHAPTER I INTRODUCTION

A. Background of the Problem

English is a foreign language that is very important to study not only for students but also the other people especially in the globalization era. English is used to communicate with other people. Communication has a very important position in almost every aspect of life such as kinds of business, commerce, technology science, tourism, and the diplomatic circle.²

In Indonesia, English has been used as the foreign language and to be taught in every level of education such as Elementary School, Junior High School, Senior High School, and University. Language learning in the classroom is usually based on the belief that language is a system of wordings governed by a grammar and a lexicon. English is taught in the school as a special education that needs a good preparation and instructional management so that teaching and learning process can be done successfully.³ Without good preparation and instructional management, the teaching and learning process will fail.

English is very important in education, but many students thought that study English was very difficult, terrifying, and boring. That was the reason why teachers were demanded to modify innovation and creativity in teaching, so the

² Lies Sercu, *Foreign Language Teachers and Intercultural Competence an International Investigation*, (North York: Multilingual Matters Ltd, 2005), p.1.

³ Corony Edwars, *Teacher exploring Task in English Language Teaching*, (New York: Palgrave Macmillan, 2005), p.13.

students would be more energetic and active in learning English. If the teacher made the students happy when they study English, they can remember about the words taught by the teacher. Students also have to know that language is a means of communication which is used to give and understand oral and written information. Communication involves the four skills namely listening, speaking, reading, and writing. All of the skills in English were so important, one of them is writing.

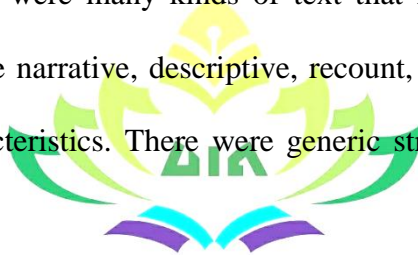
Writing is very important for us. It was a difficult subject especially for the students. Because writing was a mixture of our idea, vocabulary and also grammar. Writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁴

Writing can be one of the most enjoyable and satisfying activities for teachers and students to do together in a classroom, especially in a foreign language classroom. Yet it was also one of the most 'difficult' things to tackle on a syllabus, and all students did not respond in the way that teacher wanted them to understand the learning process, boring, unrewarding and perhaps because writing was the skill which the student thought that there were a lot of activity/homework and uninterested.

Writing very important skill in English because in writing we must express all of our ideas from our thinking to make a good composition. It was not

⁴ Leo Susanto, *English for Academic Purposes: Essay Writing*, (Yogyakarta: CV. ANDI OFFSET, 2007), p.1.

really easy to translate our thinking to be a written language. Student have to be able to choose the appropriate words and combine each word become a coherence sentences and paragraphs. Student also have to pay attention to the grammar. Some students usually did not master the grammar well, so it was more difficult for them to made a composition although just a simple composition. Besides that, there were another factor that made writing became a scary skill to the students. There were many kinds of text that have to be mastered by the students. They were narrative, descriptive, recount, report, spoof, etc. Each text has different characteristics. There were generic structure, social function, and lexical feature.



Based on data obtained by interviewed Mr Drs. Edward Hidayat, M. Pd as an English teacher who was teaching at SMA Negeri 3 Bandar Lampung, the researcher found that students' writing ability was under rate from criteria of minimum mastery. The minimum score of this school is 70.⁵ And they did not like to write, especially writing English and they thought that writing was difficult and an interested thing to do. They needed something that can change their mind about writing activity. The researcher believed that using a technique in teaching writing skill can increase students' interest in writing.

⁵ Edward Hidayat, *The Teacher Documentation*, March 2nd 2018, Unpublished.

The score of students' writing ability in tenth grade of SMA Negeri 3 Bandar Lampung was under rate. It can be seen in the Table below:

Table 1
Students' English Writing Score at the Tenth Grade of SMAN 3 Bandar Lampung in the Academic Year of 2018/2019.

No	Class	Students' Score		Number of Student
		<70	≥70	
1	X IPA 1	23	9	32
2	X IPA 2	20	10	30
3	X IPA 3	19	9	28
4	X IPA 4	17	11	28
5	X IPS 1	23	7	30
6	X IPS 2	23	8	31
Total		125	54	179
Percentage		69.84%	30.16%	100%

Source: English Teacher at SMA Negeri 3 Bandar Lampung

The teachers have already used many kinds of visual aid for example: a book, picture, song, poem, real object, and so on. But the students were not enough to use the visual to learn at school. The students needed some differences in teaching learning such as using the game. Using the game in teaching learning made the students more interested in learning in the school.

In pre-research by interviewed the students, they said that the teacher did not apply interesting teaching technique that involves students in the classroom interactions to get the best result and to avoid boredom.

The teacher should be able to use interesting technique in teaching writing process by using a game. The students would be more motivated because they can use it to make narrative writing. Then they found that writing was

interesting. They can improve the sentences and they can imagine what they wrote in narrative writing.

A guessing game was a game in which the aim was to guess the answer to a certain question or a problem. Hadfield stated that a guessing game is a variation on an information gap games.⁶ Guessing game can help the students to increase their narrative writing ability, because guessing game can make students happy. By using guessing game, the students got new experience in teaching learning English.

Considering guessing game, there were some researchers who have done a research about guessing game. The first research was conducted by Dewi Anggarani in MAN Poncowati in Terbanggi Besar, Central Lampung on December 2012. This research was entitled “The Influence of Using Guessing Game Towards The Students’ Descriptive Writing Ability”.⁷ This research has been applied at the tenth grade students of MAN Poncowati, Central Lampung. The aim of her research was to know whether there is an influence of guessing game towards students’ descriptive writing ability. From her research guessing game motivated the students in learning, it helped student to understand the content of the text, so the students can enjoy the learning process. It was proven by the mean of the students’ pre-test scored were 61.73 and the mean of the

⁶ Jill Hadfield, *Intermediate Vocabulary Games*, (Edinburgh Gate: Longman, 1999), pp. 4-5.

⁷ Dewi Anggarani, *The Influence of Using Guessing Game Towards Students’ Descriptive Writing Ability at the Tenth Grade of MAN Poncowati, Central Lampung*, S1 Thesis, (Bandar Lampung: IAIN Raden Intan Lampung, Unpublished 2012)

students' post-test 77.33. It meant that in teaching and learning showed the significance by using guessing game.

Another research was conducted by Safitri entitled “The Effectiveness of Guessing Game Towards Students' Writing Skill on Descriptive Text”. This research was applied at the seventh grade of MTS Negeri 1 Pontianak on March 2014. The aim of her research was to investigate the effectiveness and effect size of using guessing game in students' writing skill on descriptive text. This technique was supposed to be able to make the students predict, think about, investigate and answer questions. From her research guessing game gave positive students' response in teaching learning process, the students were enthusiastic and interested in learning process. It was proven by the effect size of the treatment was 1.47 and it was qualified as very strong effect. In conclusion, the effectiveness of the use of guessing game is very strong to improve the students' writing skill on descriptive text.⁸

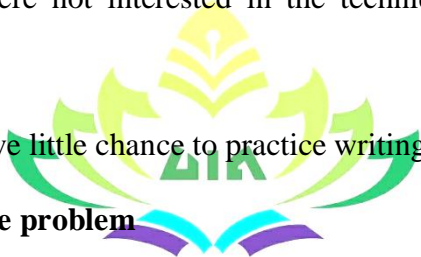
Considering the discussion in this background of the problem, the researcher interested in carrying out a research entitled: The Influence of Using Guessing Game towards Students' Narrative Writing Ability at First Semester of the Tenth Grade of SMA Negeri 3 Bandar Lampung in the 2018/2019 Academic Year.

⁸ Safitri, *The Effectiveness of Using Guessing Game Towards Students' Writing Skill on Descriptive Text at the Seventh Grade of MTS Negeri 1 Pontianak*, S1 Thesis, (Pontianak: Tanjungpura University, 2014)

B. Identification of the Problem

Considering the background of the problem above, the researcher identified the problem as follows:

1. The students' writing ability was under criteria of minimum mastery.
2. The students got difficult in expressing their ideas in narrative text writing correctly.
3. The students were not interested in the technique that the teacher use in writing activity.
4. The students have little chance to practice writing.



C. Limitation of the problem

Based on the identification above the researcher focused on the influence of using guessing game towards the students' narrative writing ability at the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung in the 2018/2019 academic year.

D. Formulation of the Problem

Considering the limitation of the problem above, the researcher formulated the research problem as follows:

Is there any significant influence of using guessing game towards the students' narrative writing ability at the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung in the 2018/2019 academic year?

E. Objectives of the Research

Based on the formulation of the problem, the objective of this research was:

To know whether there was significant influence of using guessing game towards the students' narrative writing ability at the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung in the 2018/2019 academic year.

F. Significance of the Research

The research was intended to give some used in English teaching field. The significance of the research were:

1. Theoretically, it may support the theory that guessing game can be applied to teach writing especially in narrative writing.
2. Practically, it may inform English teacher on how to teach narrative writing by used guessing game.

G. Scope of the Research

The scope of the research were:

1. The subject of the research

The subject of the research was the students at tenth grade of SMA Negeri 3 Bandar Lampung.

2. The object of the research

The object of the research was the use of guessing game and the students' narrative writing ability at first semester of tenth grade of SMA Negeri 3 Bandar Lampung.

3. The place of the research

The research was conducted at SMA Negeri 3 Bandar Lampung.

4. The time of the research

The research was conducted at the first semester in the academic year of 2018/2019.



CHAPTER II

REVIEW OF LITERATURES

A. Theories

1. Teaching English as a Foreign Language

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.⁹ According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching method.¹⁰ It can inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English is taught as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Wilkins says that teaching English as a foreign language is one in which the target language is not the

⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), p.7.

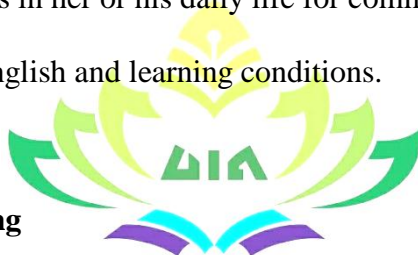
¹⁰ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20.

mother tongue of any group within the country where it is being learned.¹¹ It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Based on the explanation above, it can be inferred that teaching English as a foreign language was the process of helping someone to learn English which is neither the language that s/he uses as her or his mother tongue, nor the second language which s/he uses in her or his daily life for communication that influenced by ideas on the nature of English and learning conditions.

2. Writing

2.1 Definition of Writing



Writing is a psychological activity of the language user to put information in the writing text.¹² It was relevant with another books' Siahaan, the written productive language skill was called writing. It was the skill of a writer to communicate information to a reader or group of readers. Her or his skill also realized by her or his ability to apply the rules of the language. S/he writes to transfer information that s/he has in her or his mind to her or his readers(s) effectively.¹³ It means that writing more than just language. Write applied the rules of language to communicate and put some information to reader with writing form.

¹¹ D.A Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publisher, 1980), p.26.

¹² Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215.

¹³ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

Mckay also says writing is a both of process and a product.¹⁴ In other word, the process of writing are thinking, drafting, and revising. The student expressed their ideas by thinking, drafting, and revising. Written products were the result of thinking, drafting, and revising procedures that require specialized skills, because that not every speaker can develop naturally such as purpose, audience, clarity, unity, and coherence.

Writing is the most difficult skill among other language skills, Richards stated that learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master.¹⁵ Because of that, to make a good writing the students need a hard thinking and they must have experienced and an extent knowledge to get correct writing.

Based on the statement above, the researcher concluded that writing was a thinking process for conveying information or expression of original ideas, thought, feeling, and opinion in writing form. Writing can be used to help students perform a different kind activity. In addition, it was a tool of communication, so that writing is a hard skill because it was an unnatural act which is need a hard thinking and it is a way of remembering and a way of thinking well.

¹⁴ Penny Mckay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p.245.

¹⁵ Jack C Richards, *Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.101.

2.2 Definition of Writing Ability

Writing ability is the most difficult subject in the school since the students produced a text by using English. They have to write about what they thought in their mind and state in on paper by using the correct procedure.

Hyland stated, that writing ability like a dancing, allows for creativity and unexpected, established patterns often from the basis of any variations.¹⁶ According to Raimes, writing is skill in which we express idea, feeling, and thought in written form by using eyes, hand, and brain.¹⁷ It means that writing was skill that can express anything by using eyes, hand and brain in written form.

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹⁸ It means that writing ability was an ability to convey ideas between the reader and writer. According to Tribble, there were five aspects that must be ordered by writer to make a good writing. They were task fulfillment or content, organization, vocabulary, language, and mechanic.¹⁹ It was needed to give clearly of information that as the writer means.

Based on the statement above writing ability was an ability to convey ideas between the reader and writer. In writing, there were five aspects that must be ordered by writer they are task fulfillment or content, organization, vocabulary, language, and mechanic. It has been widely admitted that writing is the most complex and difficult

¹⁶ Ken Hyland, *Teaching and researching Writing*, (London: Pearson Education, 2002), p. 4.

¹⁷ Ann Raimes, *Teaching Writing skill*, (London: Oxford University Press, 1983), p.76.

¹⁸ Sanggan Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 22.

¹⁹ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130.

skill compared to the three other skills, it was clear that writing has purpose and can product something in many different forms by students written that writing is a way to produce language that comes from thought. And the researcher concluded that writing ability was activity in teaching learning process in which the students are able to express their ideas, opinions, feeling, and organized them in simple sentences or writing text well.

2.3 Process of Writing

Writing is a never one-step action. Writing as one of productive skills need a process. This process asks writer to write in sequence stages. Harmer stated that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.²⁰ There were four steps in writing processes.²¹

1. Planning

At this stage, writers must think about three main issue. Those are the purpose, the reader, and the content structure. The purpose of writing influenced not only the type of the text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think the reader. The reader influenced not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to

²⁰ Jeremy Harmer, *How to Teach Writing*, (Edinburg Gate: Longman, 2004), p. 4.

²¹ *Ibid*, pp. 43-45.

sequences the fact, ideas, or argument in their writing. This stage was often called by pre-writing process which can be defined as a way of warming up the brain before writing activity.

2. Drafting

After you have finished in planning, you can continue to the step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide. As you write, remember to:

- a) Begin with a topic sentence that stated the main ideas, included several sentences that support the main idea
- b) Stick the topic did not included information that does not directly support the main idea
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected

3. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information was not clear or discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, dictation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

4. Final Version (Final draft)

In this stage, they have produced the final version from their writing result. They submitted their writing result to their teacher. The students might decide to represent these stage in the following way:²²

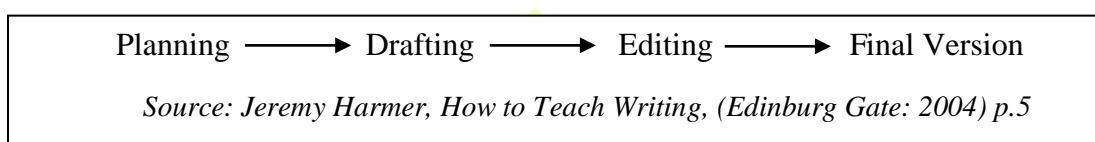


Figure 1
Process of Writing

From those statements the researcher concluded that writing process was a process to order something in form of written language. Furthermore, writing process was an activity to produce a good written that suitable based on the rule of writing. The students made a good writing if they follow rules of writing process such as begin with planning, drafting, editing and final version.

2.4 Teaching Writing

Teaching writing is teaching students to gather ideas, organize them, and arrange them into a good composition, the teacher offers guidance in helping students to engage in the process of composing the word. The teacher should encourage the student to develop their ideas by using own thought. Teaching writing is teaching the way to be able to write in a foreign language. Here the students are trained

²² Jeremy Harmer, *Op.cit*, p.5.

systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in written form.

According to Harmer, students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.²³ It means that the teacher should be able to train and supports the students to write correctly. Not only learning about how to made good writing, but also the students should have to know how to made their writing better than before. Besides, according to Hyland as EFL/ESL writing teachers, the main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience.²⁴ It means that the teacher needs suitable technique to help the students in learning writing.

Based on those statements, the researcher concluded that teaching writing was a process of instruction on how to organize the ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text from the basic level to the advanced level. Therefore, the teacher should be creative in teaching learning process. The teacher not only be given a material, but also the teacher should be as motivator for them how to write a good written text.

2.5 Aspect of Writing

²³ Jeremy Harmer, *Op. Cit*, p.55.

²⁴ Hyland, *Op. Cit*, p.1.

Writing is one of skills to be achieved in English language learning. Writing has always formed part to the syllabus in teaching of English. When writing, students frequently have more time to think than they do in oral activities. They can go through what they known in their mind even consult dictionaries, grammar book, or order reference mastery to help them.²⁵

These tips can help improving writing ability that included:²⁶

1. Use acceptable grammatical systems (e.g. tense, agreement, patterns, and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
6. Appropriately accomplish the communicative functions of written texts according to form and purpose.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text.
9. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the

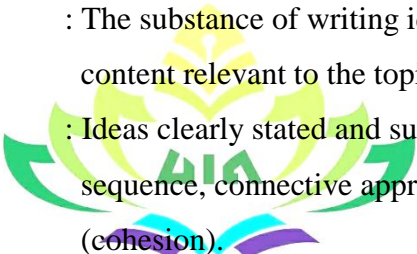
²⁵ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004). p.86.

²⁶ *Ibid*, p.31.

list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

10. Brush up on grammar and style.

There are some components that used in scoring writing ability. According to Tribble, the criteria to scoring writing were; Content, organization, vocabulary, language, and mechanic.²⁷

- 
- a. Content : The substance of writing ideas express (unity), content relevant to the topic.
 - b. Organization (form) : Ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).
 - c. Vocabulary : the section of words that suitable with the content.
 - d. Language : the employment of grammatical forms and Syntactical pattern.
 - e. Mechanic : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).

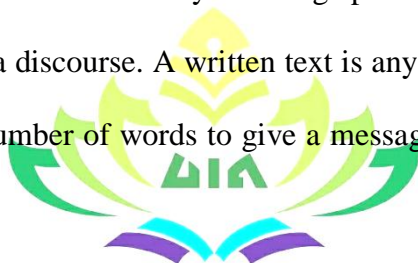
Based on the statement above, it can be concluded that there was no better way to consistently improve students' work and knowledge of the craft than by adopting good writing ability. These abilities strengthen students writing through study, practice, observation, and self-reflection. And writing was an important means of indirect communication that refers to the productive and expressive activity since

²⁷ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130.

in writing the students were expected to be able to express their ideas, feeling, and thoughts in written language. In other words, to know students' narrative text writing ability the researcher used the criteria of scoring system as follows: Task Fulfillment / Content, Organization, Vocabulary, Language, and Mechanics.

3. Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.²⁸ It means that text was a number of words to give a message to somebody in written or spoken.



Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²⁹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.³⁰ It means that text used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and

²⁸ Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yara: Macmillan, 1997), p.1.

²⁹ Ken Hyland, *Teaching and Researching Writing*, (2nd Edition) (Edinburgh Gate: Pearson, 2009), p.8.

³⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p.29.

coherent text.³¹ According to Emilia that a text has texture and good characteristic³², as follow:

1. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence.

2. Cohesion

Cohesion refers to how the writer relates each part from the text.

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

3.1 Kinds of Text

According to English Syllabus of Curriculum 2013, the teaching of writing for students of Senior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts are:³³

- 1) Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining

³¹ Sanggan Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 3.

³² Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p. 8.

³³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprises (AEE), 1994), pp. 192-204.

- 2) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena
- 3) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps
- 4) Description is a kind of genre used to describe a particular person, place, or thing.
- 5) Narrative is a text that focusing specific participant for the purpose to tell stories, to amuse, and to entertain the reader.

Based on those explanations, it can be concluded that there are many kinds of text such as spoof text, recount text, report text, procedure text, descriptive text, and narrative text. The kinds of the text must be mastered by the students in writing to increase the students' writing ability. In this research, the researcher focused in narrative text as the form of writing that had been investigated because this kind of writing form concluded as the material that should be learned by the students for the tenth grade at the first semester. Moreover, the students have already learned about it, so that the researcher has easier to find out the influence of using guessing game towards students' narrative writing ability.

4. Narrative Text

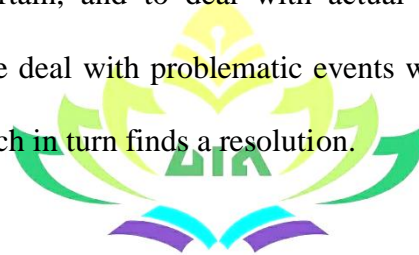
Joyce says that narrative are stories about person or a group of people overcoming problems.³⁴ They also explain that narrative show how people react to

³⁴ Helen Joyce, *Writing Skill: Narrative and Non-Fiction Text Types*, (Sydney: Phoenix Education Pty Ltd, 2000), p.24.

experiences, explore social, and cultural values and entertain the audience. According Siahhaan, narrative is a text containing five components: orientations, evaluation, complication, resolution, and re – orientation by which a writer amuses or entertain. There are several things which we need to know about narrative text, they are social function, generic structure, and significant grammatical features.³⁵

a) Social Function

To amuse, entertain, and to deal with actual or vicarious experiences in different ways, narrative deal with problematic events which lead a crisis or turning point of some kind, which in turn finds a resolution.



b) Generic Structure

Narrative text has generic structure, they were:

1. Orientation: sets the scene and introduces the participants
2. Evaluations: a stepping back to evaluate the plight
3. Complication: a crisis arises
4. Resolution: the crisis is resolved, for better or for worse
5. Re – orientation: (optional) summarizes the moral value taken from the story

c) Dominant Grammatical Aspect

Narrative text has dominant grammatical aspect, they were:

1. Focus on specific and usually individualized participants
2. Use of materials processes (and in this text behavioral and verbal processes)

³⁵ Sanggan Siahhaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.73.

3. Use of relational conjunctions and temporal circumstances

4. Use of past tense³⁶

According to definitions above, it can be concluded that narrative text is used to tell story with the climax and the turn into a solution to the end of the story by different ways and have social function and it should have one main topic, coherence, and unity, it consists of five parts, they were orientation, evaluation, complication, resolution, and re – orientation. Narrative was the paragraph that is usually used to tell about the story. The purpose is to amuse or entertain and impose a moral or lesson to the readers. Narrative text was a text that has one or more elements of a story such as setting, characters, conflict, rising action, and resolution.

Kinds of narrative text namely:

- 1) Fable is a story that teaches a lesson, often using animal characters that behave like people. For example: (Mouse, deer, and crocodile)
- 2) Legend is a story that is based on fact but often includes exaggerations about the hero. For example: (Malin Kundang)
- 3) Fairy tale is a humorous story that tell about impossible happenings, exaggerations the accomplishment of the hero. For example: (Cinderella, Snow White, Pinocchio, etc.)
- 4) Folk tales, an old story that reveals the customs of a culture
- 5) Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of

³⁶ *Ibid*, p.83

prose narrative treating of a situation that could not arise in the world we know. For examples: (To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke).³⁷

According to the explanations above, narrative was a text which retells the story or previous the experiences. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Based on those explanations, the researcher used legend. Legend is text based on fact and using legend made students interested in teaching learning process.

4.1 Narrative Text Writing Ability

The researcher determined some indicators that can show students' writing in narrative text. The first using correct rhetorical structure, it means that the students understand the function of each part of narrative text, they can compose narrative text in good arrangement. The second is using correct grammatical pattern, it means that students can use the grammatical pattern correctly based on the function of each grammatical pattern in the paragraph. For instance, they can choose pronoun to be used in the paragraph well, use the time conjunction, use part tenses correctly, and use other grammatical pattern correctly. Finally, the researcher concluded that the narrative text in writing was the ability of the students to produce or compose a narrative text correctly that can be shown by the narrative text made by them, which fulfill, such criteria of a good narrative text as the correct use and assessed from five

³⁷ Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p.94.

aspects in the assessment of written, they were content, grammar, organization, vocabulary, and mechanics.

4.2 Students' Narrative Text Writing Ability

To make a good narrative text the writer must be creative. The researcher also has to understand about points that must be there in narrative text writing. According to Anderson, narrative is a text which tells a story and in doing so, entertains or informs the reader or listener.³⁸ In writing a narrative text, the researcher expressed the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The researcher also has to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanics) because the will be the assesment of writing.

Based on the explanation above, the researcher made conclusion that students' writing ability in narrative text is their ability to procedure or compose a text, by retelling a story in the past whose purpose is to entertain and give moral lesson, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

5. Game

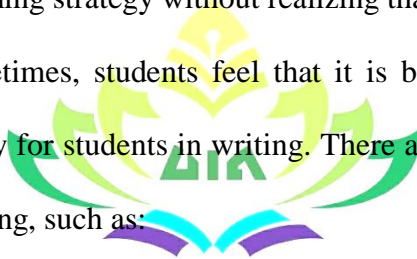
Process of teaching learning in a classroom has a tendency to meet boredom. This can easily happen if the teacher fails to facilitate an enjoyable atmosphere in his teaching learning interaction with the students in the classroom. The teachers often

³⁸ Mark Anderson & Kathy Anderson, *Text Types in English* (Sydney:Mcmillan, 1997) p.8

got confused since they found that the situation in the class was passive and the students get bored easily.

Game as one of techniques used in language teaching, gives practices in all skills are listening, speaking, reading, and writing. And all stages of teaching learning sequences are presentation, repetition, recombination, encouraging, criticizing, agreeing as well as explaining. Game can provide practice with forms, which are an important language learning strategy without realizing that they are being drilled.

In writing, sometimes, students feel that it is boring and difficult. So that, game is an effective way for students in writing. There are several games that can be applied in teaching writing, such as:



1. Tourist role play

The purpose of tourist role play game is to describe places that the children know both in spoken and written. In this activity, the students identify local places of interest to a tourist and they produce short texts about the places.

2. Sound stories

Sound stories aims to develop creative writing skills and build vocabulary. Materials that can be used in this game are cassette, CD or digital files with sounds, and equipment to play the sounds.

3. Something about me

This game aims to practice writing and speaking skills, especially writing and speaking about oneself.

4. My seasons'' book

This game aims to practice vocabulary and writing, particularly creative writing.

5. Guessing game

Guessing game aims to practise asking and answering questions and practise writing. Materials that can be used are flashcards or objects. In this game, the students take turns to guess the identity of an object through asking questions. Guessing games, where one child does not know information that the class does, are fun and useful activities.³⁹

Based on the statement above, it was clear that game can provide students with pleasure that evoked their motivation and interest in learning English, thus they would not find English as a frightened and boring subject to learn.

5.1 Guessing Game

5.1.1 Definition of Guessing Game

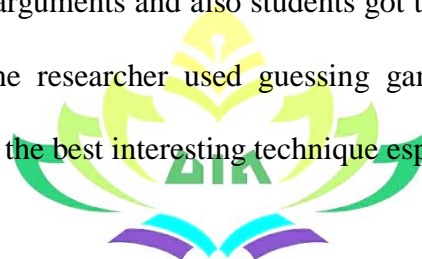
There are many games that used in teaching writing. Guessing game is one of games that would be used in teaching writing and it was useful for students so that the students do not feel bored and difficult in writing.

Guessing game is a game in which a person or a group try to answer a question that has been given a few keywords related to the images, titles or words. According

³⁹ Davis Monika, *Crazy Animals and Other Activities for Teaching English to Young Learners*, (London: London British Council, 2012) pp. 56-100

to Klippel, the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.⁴⁰ Wright and Buckby stated in guessing game, essentially, someone knows something and the others must find out what it is. In this game, students take turns guessing the identity of an object through the submission questions.⁴¹

It can be concluded that in teaching using guessing game, students are able to express their ideas and arguments and also students got the motivation and enjoyable in learning process. The researcher used guessing game to the research because guessing game is one of the best interesting technique especially in narrative writing.



5.1.2 Procedure of Using Guessing Game in Teaching Narrative Writing

These procedures are divided into three parts: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

1) Pre-Teaching Activities

In this stage, the teacher usually prepares the students before starting the class. The activity that normally the teacher does are greeting the students, checking the attendance, managing the classroom, and preparing the students' mental to receive the lesson, and also giving some questions are related to the topic.

⁴⁰ Klippel, *Keep Talking-Communicative Fluency Activities for Language Teaching*, (Cambridge: Cambridge University Press, 1998) p.13

⁴¹ Batteridge Wright & Michael Buckby, *Games for Language Learning 3rd Edition*, (New York: Cambridge University Press, 2006) p.169

2) Whilst Teaching Activities

This is the main step. In this step, the teacher uses the learning model, method, technique, media and the sources of the lesson. Whilst-teaching step is divided into five activities:

a. Observing

In this activity, the students are just looking and noticing what the teacher shows in front of the class. In the beginning of the lesson, the students just watch what the teacher does, prepares, or says.

b. Questioning

After observing step, the next stage is questioning. If students are passive, the teacher will encourage students to ask questions. The teacher can ask questions such as:

1. Have you ever seen a landmark of surabaya city?
2. How does it became, are from story?

c. Experimenting

Students collect information and discuss it with friends. Then, teacher order students to make groups discussion, so students can interact with other members in their group.

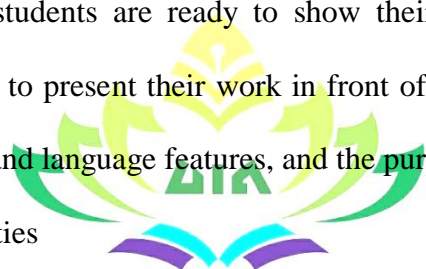
After that, the teacher introduces the students a guessing game regarding how to write narrative text and give the keyword or clues for each group. In other, one of students read the clue and the other guess about there story.

d. Associating

In this activity, students introduce the results of the experiments and evaluate the results of their work in written form. The goal is to see an understanding of the topics that have been given on the guessing game. The teacher asks them to make a narrative text based on their own clues that they have before the game.

e. Communicating

At this activity, students are ready to show their work to the teacher. The teacher asks them to present their work in front of class and discuss the ideas, generic structure and language features, and the purpose of the text together.



3) Post Teaching Activities

Post-teaching is the last step. The aim of the steps is to close the teaching and learning activity. In this step, the teacher and the students evaluate teaching and learning process. The teacher might ask students about their difficulty in learning narrative text so that the teacher can solve the problem. Besides, the teacher can also ask the students about their feeling and opinion about using guessing game in learning writing narrative text.⁴²

5.1.3 Advantages of Using Guessing Game

There are many advantages by using guessing game to teach students about writing narrative text, they were:

⁴² Windi Zahara, *Using Guessing Game in Teaching Writing: Journal of English Language Teaching Vol. 7 No.1 2018 ISSN 2302-3198*, available on <http://ejournal.unp.ac.id/index.php/jelt>. Accessed on Wednesday 26th, September 2018

First, it is very easy to play this game. Students do not need many steps in writing text. In this game, teacher just ask the students to write back the ideas that they have made on the game. So that makes them easy in writing narrative text and more interested to read it.

Second, in this game students can easily write what they have played before because during the game students have any clues questions so that making them easy to transform their writing process. Third, this game uses a little media. The media used only a few word slips and a box.⁴³

So based on the explanations above, it can be concluded that using guessing game can be used in narrative writing. Because this game helps students has to get the motivation and enjoyable in learning process.

5.1.4 Disadvantages of Using Guessing Game

There are some disadvantages of guessing game, they were:

- 1) Guessing game sometimes can cause a lot of noisy in the classroom. Students who are too noisy may interrupt other learners and teachers as well. The noisy behavior can be minimized with a simple rule which says that it makes them lose points.
- 2) Problem related to students' quarrels. Such conflicts are often started by students who lose a game. They do not want to accept they have lost it takes maturity and responsibility to deal with problems of this kind and again it is a thing students can taught while playing a guessing game.

⁴³ *Loc.Cit*

3) The teacher often finds difficulties in controlling the class.

4) The teacher cannot monitor all groups at once.⁴⁴

The researcher concluded that disadvantages of this technique are noisy and can

made students' quarrels, still need a rule before applying guessing game. There were some tips to overcome disadvantages of guessing game. The students in each group only one guess is allowed to minimize a lot of noisy in the classroom. Thus, process in teaching learning can be effective.

6. Free Writing Technique

6.1 Definition of Free Writing Technique

According to Oshima and Hogue, He stated that free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Another freewriting technique is free writing. When you free write, you write "freely" without stopping on a topic for a specific amount of time. You just write down sentences as sentences are correct or not.⁴⁵ Therefore, free writing is the writing you do without having a specific outcome in mind. You simply write down whatever pops into your head as you explore your topic.⁴⁶

The students wrote without regarding to spelling, grammar, etc. and made no correction. If the students reach the point when they cannot think anything to they

⁴⁴ *Ibid.*

⁴⁵ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (London: Addison Wesley Long, 1999), p.34

⁴⁶ Randal Vander Mey, *et.al, The College Writer: A Guide to Thinking, Writing, and Researching*, Fourth Edition, (Boston: Cengage Learning, 2009), p.36.

wrote, they continued wrote until they found another line of thinking. At time, the student may also did a focus on free write. Letting choose the topic structure their thought. Explain from the topic. This technique help the reseacher explore a particular subject before putting ideas into a more basic context.

In conclusion, free writing was an activity in which you write freely about a topic because you will look for a specific focus. It was a simple process that is the basic for other discovery techniques.

6.2 Procedure of Using Free Writing Technique

According Wicaksono and Roza said that there are several steps in using free writing technique. They were:

1) Pre-teaching

- a) Review the previous lesson

The activity was conducted check the students' understanding and remind them

to the previous lesson in order they are ready to learn the new topic.

- b) The teacher explained the purposes of the learning before the process teaching and learning begin, the teacher will explain purposes and what the students reach after learning the material.

2) Whilst-Teaching

- a) Exploration

(1) The teacher shows the topic to the students.

(2) The teacher guides the students to explore idea if the student does not have any idea of what to write about.

(3) The teacher asks the students what they thinking about the topic and write it.

(4) The teacher gives a time limit to student and writing about the topic.

(5) The teacher leads the student to mention the words that related to the topic that is given.

b) Elaboration

(1) The teacher explain the generic structure of narrative text

(2) The teacher explains what is the narrative text.

(3) The teacher gives the example how to make a narrative text by using free writing technique.

c) Confirmation

In this stage the students revised and edit their writing. The students discuss about their work with another students or teacher.

3) Post-Teaching

In this stage the teacher guide the students to make conclusion about material that they have learned.⁴⁷

From the above points, it can be concluded that all of the steps of free writing. First, write the topic. Second, write as much as you can from the topic. Third, reread

⁴⁷ Andri Wicaksono, Ahmad Subhan Roza, *Teori Pembelajaran Bahasa*, (Yogyakarta: Garudhawaca, 2015), pp.138-141

your written form and circle the main idea and the last you do free writing again with your main idea before. Those steps can help the basic of writer to know how to write first.

6.3 Advantages of Free Writing Technique

There are some advantages of using free writing technique are as follows:

- a) Students learn not to edit their word or their thoughts
- b) Sometimes previously repressed thoughts and emotions surface (be surprised at what you write), but then again you might write total incoherent no sense for ten minutes. It doesn't matter.
- c) Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.⁴⁸

Based on the explanation it can be concluded that freewriting has some advantages by using this technique the students learnt not to edit their words or thoughts, and the students surprised at their writing.

6.4 Disadvantages of Free Writing Technique

There are some disadvantage of using free writing technique are as follows:

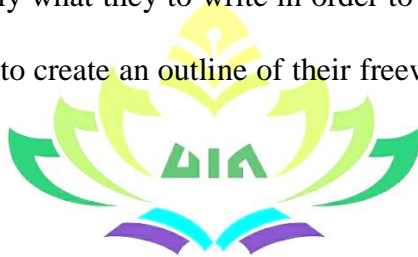
- a) They can be very time consuming as you often cannot use much of what you free-write in your final essay. In need, you will absolutely need to resist the

⁴⁸ Amber Lea Starfire, *Journal Writing Tips: The Benefits of Freewriting*, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-the-benefits-of-freewriting>. Accessed on August 18, 2018, 12.39 pm.

urge to treat your free writing as a formal draft of the essay.

- b) You need to make sure to create an outline of your freewriting so that you can apply it to your formal draft.⁴⁹

The researcher concluded that disadvantages of this technique were time consuming, still need an outline before applying of freewriting to formal draft. There were some tips to overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order to spend a lot of time and they were need to make sure to create an outline of their freewriting. Thus, they can apply it to their formal draft.



B. Frame of Thinking

Writing is putting down the ideas by using graphic symbols that represent a language. In the process of learning, it was not too important who owner of the ideas it. The most principal one is how the students are able to write well. They need to practice writing frequently and they also have to know how to write well.

In this way the researcher believed that using guessing game can be an alternative solution for teacher to teach the students since it can help them to brainstorming before write a paragraph. The use of game in teaching and learning process is interesting media because it can attract students' interest and motivation in teaching and learning process. Guessing game was a simple game that can be used in learning

⁴⁹ *Loc.Cit*

language. This game used by the researcher as technique to teach writing in narrative text.

C. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H_a : There was a significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade at SMA Negeri 3 Bandar Lampung in the academic year of 2018/2019.

H_o : There was no significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade at SMA Negeri 3 Bandar Lampung in the academic year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quasi experimental design. According to Setiyadi, experimental design is intended to find the relation of variables in valid which can be used to search in general.⁵⁰ Experimental has three types, they are 1) Pre experimental design, this section present two design that have been as pre experimental because they provide little or no control of extraneous variable. Unfortunately one finds that this design are still used in educational research.⁵¹ 2) True experimental design, the design in this category are the most highly recommended design for experimentation in educational because of the control that the provided.⁵² Quasi experimental design, the goal of the experiment to use designs that provide full experimental control though the use of randomization procedures.⁵³

According to Creswell, quasi experimental include assignment, but not random assignment of participants to groups.⁵⁴ It means that the researcher applied the pre-test and post-test design approach to a quasi experimental design, the researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the

⁵⁰ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif & Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.125.

⁵¹ Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & B* (Bandung: Alfabeta, 2010), p.114.

⁵² *Ibid*, p.112.

⁵³ *Ibid*, p.114.

⁵⁴ John W. Creswell, *Educational Research, Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson Education, 2012), pp. 309-310.

experimental group only, and then administers a post-test to assess the differences between the two groups after that the researcher give pre-test and post-test for both of class groups to know the differences between the two groups and only conduct the experimental treatment in experimental class. The research design can be presented as follows:

$$\begin{array}{l} G_1 : T_1 X T_2 \\ G_2 : T_1 O T_2 \end{array}$$

Note:

G_1 : Experimental class

G_2 : Control class

T_1 : Pre-test

T_2 : Post-test

X : Treatment by using Guessing Game

O : Treatment by using Free Writing Technique



Based on the design above, can concluded two classes as the sample, one class was the control class and another class was the experimental class. And both of the class gave the pre-test to both classes. A pre-test provided a measure on some attribute or characteristic that assess for participants in an experiment before they received a treatment. The experimental class was taught by using guessing game as a treatment, whereas in the control class was taught by using free writing technique. After doing the treatment, the students were given the post-test. A post-test was a

measure on some attribute or characteristic that was assessed for participants in a experiment after a treatment.⁵⁵

B. Variable of the Research

This research focused on two variables:

1. Independent variable was using guessing game (X).
2. Dependent variable was students' narrative writing ability (Y).

C. Operational Definition of Variable

The operational definition of variable used to explain the variables which used in this research to avoid misconception of variables presented in this research.

The operational definitions of variables were as follows:

1. Independent variable (X)

Using guessing game in this research was kind of the game used for teaching narrative writing by allowing the students with the information deliberately with holds it, while others guess what it might be, then the information combined into a narrative writing.

2. Dependent variable (Y)

The Students' narrative writing ability was the ability of the student catching the clue of guessing game and they would develop in written form. It was indicated by the score achieved in writing test. The measurement of the test were content, organization, vocabulary, language use, and mechanics.

⁵⁵ Klaus Krippendorff, *Content Analysis' An Introduction to Its Methodology, Second Edition* (California: Sage Publication, 2004), p.113.

D. Population, Sample and Sampling Technique

1. Population

According to Donald Ary, Cheser Jacobs and Chris Sorensen, who stated that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁵⁶ In this case, the population of this research was all students at the first semester of tenth grade of SMAN 3 Bandar Lampung, divided into six classes.

2. Sample

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.⁵⁷ The sample of the research was two classes, one class as the experimental class and another class as the control class. There were six classes of the tenth grade of SMAN 3 Bandar Lampung, and the researcher took two classes, one class as the experimental class and another as the control class.

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. As Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.⁵⁸ It means that the experimental and control class were chosen randomly by using a small piece of paper and the name of

⁵⁶ Donald Ary, Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*, Eighth Edition (Nashville: Wadsworth Cengage Learning, 2010). P.148

⁵⁷ John W. Creswell. *Op.Cit.*, p.142

⁵⁸ Ag. Bambang Setiyadi, *Op.Cit.*, p.42

each class was write in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and the second paper was control class.

E. Research Procedure

In conducting the research, the researcher applied some procedures as follows:

1. Finding the subject of research

This research chose the students of tenth grade of SMAN 3 Bandar Lampung as the subject of the research. There were two classes, one class as experimental class and another as control class.

2. Designing the instruments of the research

The instrument of this research was writing test. The students got the same instrument for both classes in several topics that consult.

3. Preparing the Try-Out

Try out the test was conducted to identify how accurate and effective the test before the treatments were used to collect the data of research and to identify whether the test can be administered or not. It can be seen from the result of reliability and validity of the test.

4. Administering of Pre-test

The pre-test was used to find out the result of the students' narrative writing ability before the treatment. Here, students in the experimental class and the control class assigned to write narrative text in form of paragraph that consists of

100 words or more. The researcher gave some topics of narrative stories that were chosen by the students.

5. Giving treatments

The treatment were given in 3 meetings for both of the class. It were required 90 minutes for each meeting. The treatment in the experimental class using guessing game and in the control class using freewriting technique.

6. Administering the post-test

The post-test was used to found out whether there was an increasing in the students' achievement in writing treatment. The researcher did the administrated post-test in order to know the students' writing ability after the treatment. In this test, the researcher gave the clues of topics. Then the students made the narrative text related to the clues of topics.

7. Analyzing the result (pre-test and post-test)

In analyzing the result, this research was going to compare the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in pre-test.

F. Data Collecting Technique

To get the accurate data, there were two ways to collect the data, they were:

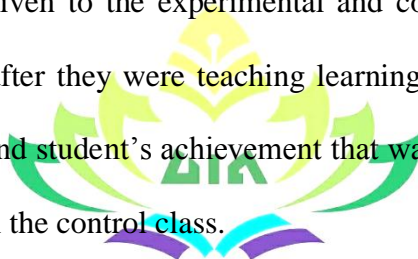
1. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability. Test as a

method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.⁵⁹

The test in this research used pre-test and post-test. Pre-test was to know the students' writing ability before the treatment. The scoring was taken based on the content, organization, vocabulary, language, mechanics. While post-test used to know the students' narrative writing ability after guessing game apply.

Post-test was given to the experimental and control class. It was to check student's achievement after they were teaching learning by using guessing game in the experimental class and student's achievement that was teaching learning by using free writing technique in the control class.



2. Documentation

The documentation method was used to look for the data concerning matters or the variable that take the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc. This research used the documents related to the object of research such as students' name list, the number of students, syllabus, lesson plan, English subject schedule, etc.

⁵⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

G. Research Instrument

Before collecting the data, the researcher made an instrument. The instrument was a tool used to collect the data.⁶⁰ The research instrument used in this research was writing test. This research made two instruments, they were pre-test and post-test. The instrument of pre-test and post-test would be tested to compose a narrative text. Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.⁶¹ Breland adds that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability.⁶² While Munoz, *et. al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes.⁶³ Then, Lloyd-Jones argues that a 55-minute test period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production. The common 20 or 30 minutes' allotment of time for a high school or college student who is expected to write anything thoughtful and polished.⁶⁴

⁶⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2013), p.133.

⁶¹ Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts* (Norwood: NJ Ablex, 1991), p.5.

⁶² Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review* (New York: College Entrance Examination Board, 1983), p.13.

⁶³ Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006, available on publicaciones.eafit.edu.co/viewfile.com accessed on Wednesday 26th, September 2018.

⁶⁴ Richard Lloyd-Jones, *Evaluating Writing: Describing, Measuring, Judging* (Urbana: National Council of Teachers in English, 1997), p.44.

Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.⁶⁵ Cooper adds that the time limit of a writing exercise from 70 to 90 minutes for high school students.⁶⁶

From several definitions above, there were so many references for the length of words and time allocation. Then, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for time allocation. Then, the researcher assumed that the tenth grade is in high level category. So, the minimum of words should be written by them is 100 words or more and 65 minutes for time allocation. Based on the K13 syllabus for Senior High School, one course hour last for 45 minutes. In this research, the researcher took two course hours last for 90 minutes would be used to provide an explanation of the narrative text writing instruction, collecting students' writing work, and the unexpected time during the test.

In this case, the students made a composition in narrative text about legend story that consists of 100 words or more and 65 minutes for time allocation based on the topics by choosing the topics that was provided got from scientific questioned of the students tenth grade that have a familiar about the legend story that appropriate based on the K13 syllabus on Senior High School.

⁶⁵ Ros Wilson, *Oxford Primary Writing Assessment* (Glasgow : Oxford University Press, 2015), p.7.

⁶⁶ Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984, available on <https://www.ets.org/RR-84-12-Cooper>, Accessed on Wednesday 26th, September 2018.

1. Pre-test Instrument

- a. The Story of Toba Lake
- b. The Story of Prambanan Temple

2. Post-test Instrument

- a. The Story of Maninjau Lake
- b. The Story of Bodobudur Temple

H. Criteria for evaluating students' writing

In evaluating the students' writing ability, the score of test was calculated based on the following scoring system proposed by Tribble.⁶⁷ There were five aspects to be considered; content, organization, vocabulary, language, mechanics.

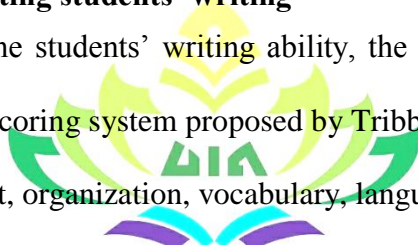


Table 2
The Scoring System for Evaluating Students' Writing

Scoring Aspect	Score	Scoring Descriptor
Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: Inadequate treatment of the topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: Fails to address the task with any

⁶⁷ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), pp. 130-131.

		effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); some connectives used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraph or section evident; logically sequenced (coherence); some connectives (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connective not used (cohesion).
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistake in word/ idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistake in word/ idiom choice and usage; register not always appropriate.
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning never obscured.
	23-18	Good to average: Acceptable grammar but problem with more complexes structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning

		sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, propositions; meaning often obscured.
	5-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: Fails to address this aspect of the task with any effectiveness. ⁶⁸

Source: Christopher Tribble, Language Teaching Writing, 1996.

It could be concluded that to get the final score of the writing text, the students' result score in aspect available were combined. The researcher combined the maximum score of all aspect above to know the possible maximum of the students' score:

Content : 20
 Organization : 20
 Vocabulary : 20
 Language : 30
 Mechanics : 10
Total : 100

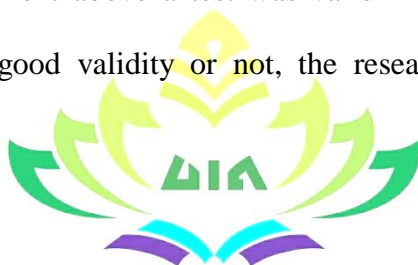
⁶⁸ Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), pp.130-131.

I. The Analysis of the Research Instruments

1. Validity Test

According to Arikunto, validity is measurement which shows the level of validity or the real of the instrument, a valid instrument has a high validity.⁶⁹ By using validity test the research know whether test were valid or not. Best and Kahn stated, that a test was valid if it is measured what it claim to measure.⁷⁰

Based on statement above a test was valid if it is measured. To measure whether the test have good validity or not, the researcher used the content and construct validity.



a. Content Validity

Best and Kahn stated that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed. Content validity is based upon the examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.⁷¹ It means that the instrument of the test must be accord with the objectives of learning in the school which is based on the syllabus.

In this research was consulted the instrument to the English teacher of SMAN 3 Bandar Lampung. It was done to make sure that the instruments were valid.

⁶⁹ Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.211.

⁷⁰ John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall, 1995), p. 219.

⁷¹ *Ibid*

b. Construct Validity

Best and Kahn stated that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁷² It means that construct validity focused on the aspects of the test which can measure the ability especially for writing narrative text ability.

This research measured the students' writing ability in narrative text. The researcher took score from writing's scoring rubrics. They consisted of content, organization, vocabulary language and mechanic. The researcher consulted the instrument to the English teacher of SMAN 3 Bandar Lampung to make sure whether the instrument contains construct validity.

2. Reliability Test

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained-how consistent they were for each individual from one administration of an instrument to another and from one set of items to another.⁷³ Therefore, a good test should have high reliability besides having high validity. To get the reliability of the test, the researcher utilized inter-rater reliability. This inter-rater reliability counted the level of the reliability based on two series of score gotten by two raters. They were the English teacher and the researcher.

⁷² *Ibid*

⁷³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7th Edition, (New York: Mc Graw-Hill, 2009), p.154.

Furthermore, to know the degree or the level of the reliability of writing test the researcher consulted with the criteria of reliability as the Table 4:⁷⁴

Table 3
Criteria of Reliability

Reliability coefficient 0.80 - 1.00	Very High
Reliability coefficient 0.60 - 0.80	High
Reliability coefficient 0.40 - 0.60	Medium
Reliability coefficient 0.20 - 0.40	Low
Reliability coefficient 0.00 - 0.20	Very Low

3. Readability Test

Readability test were indicators that measure how easy a document was to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty of particular documents. The essential information in an evaluation document should be easily understandable.⁷⁵

The readability of the writing gave to some students in the tenth grade as the test takers. The researcher conducted readability in order to see the clarity of the direction and the clarity of the instruction and readability test conducted before the treatment which is given by the researcher.

J. Data Analysis

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by researcher in many disciplines,

⁷⁴ *Ibid*, p.319.

⁷⁵ Julien B. Kouame, *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6, Number 14 ISSN 1556-8180 August 2010) <http://www.jmde.com/journals.sfu.ca/jmde-1/index.php>. Accessed on July 21, 2018, 19.15 pm.

including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher did some tests such as normality test and homogeneity test.

1. Normality Test

The normality used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS 21 (*Statistical Package for the Social Science*). The Tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk. While the criteria of acceptance or rejection of normality test were as follows:

Ho is accepted if $\text{sig} > \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed

2. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS 21 (*Statistical Package for the Social Science*). The test of homogeneity employing

Levene's Test. While the criteria of acceptance or rejection of homogeneity test were as follow:

Ho was accepted if $\text{sig} > \alpha = 0.05$

Ha was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho : the variance of the data was homogeneous

Ha : the variance of the data was not homogeneous

3. Hypothetical Test

After the researcher knows that the data was normal and homogeneous, the data would be analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypotheses test were:

Ha is accepted if $\text{sig} < \alpha = 0.05$

Ho is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses were:

Ha: There was a significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019.

Ho: There was no significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019.




CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research was conducted on November 8th, 2018. Before conducted the research asked to the headmaster, and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps:

- 
1. Determined the subject of the research, namely the students at the first semester of the tenth grade of SMA 3 Bandar Lampung in the Academic Year of 2018/2019.
 2. Designed the test which was the writing test.
 3. Determined the sample of the research by using cluster random sampling.
 4. Held the try out test to know the readability of the test (it was given to the students out of the research sample)
 5. Held pre-test in order to know the students' score in narrative text writing ability before they had treatment.
 6. Analyzed the data that was gotten through pre-test.
 7. Gave the treatment to the sample of the research by implementing Guessing Game in teaching and learning writing in narrative text.
 8. Held post-test in order to know the students' score writing in narrative text after the treatments.

9. Analyzed the data that was gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research

B. Process of Treatment.

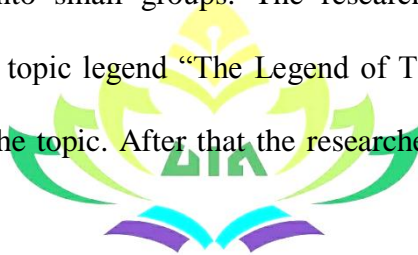
The research has been conducted on November, 8th 2018 to November, 26th 2018. They involved pretest, treatments three times, and posttest. In the experimental class, the researcher gave three times treatments by using Guessing Game to find out the influence of using Guessing Game Technique. Meanwhile, in the control class the researcher gave free writing that usually is used by the teacher there. The researcher identified several results, they were: the score of the students before treatments in pretest and the score of the students after treatments in posttest.

1. Description of The Treatment in Experimental Class

a. Description of The Treatment in Experimental Class

The first treatment was administrated on Tuesday, November 12th, 2018 the students looked confuse. The lesson began by the researcher and students prayed together in the class, checking the attendance list. The students looked not interested when the researcher said about writing. They assumed that it was very difficult to concentrate in writing because they were not confident to arrange the sentences and lack of vocabulary.

From the situation above, the researcher gave brainstorming to make students get stimulation it was kinds of narrative that familiar with them. Then, the researcher introduced the writing aspect and the researcher explained about the narrative text included generic structure, social function of narrative text, and the grammatical aspect. After the students understood about narrative text, the researcher started to explain about guessing game as a technique to teach writing especially narrative text and divided students into small groups. The researcher gave explanation about guessing game with the topic legend “The Legend of Toba Lake”, the teacher gave generic structure from the topic. After that the researcher asked the students to read the topic.

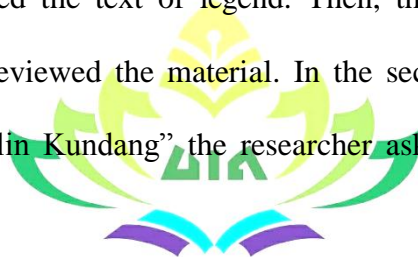


In Addition, the researcher explained to students about the topic would be discuss. Then, the researcher asked students made group discussion. The researcher prepared some clues sentences. Then, one students for each group took one clues sentences. And one student of each group read aloud the clue sentences. Other group would be guess what the tittle of these legend. Next, the researcher asked the students made a story of narrative legend based on the clue sentences. In post teaching, the researcher asked students submitted their writing. The last, the researcher explained students result of writing and told them about most of their mistakes in narrative text based on five aspects in writing and rule of writing narrative text. The students looked interested in teaching learning process.

b. Description of the Second Treatment in Experimental Class

The second treatment was administrated on November 14th 2018. In the second treatment, it was better than the first meeting because the students did not look nervous and feel confuse anymore. They felt enjoyable with the material about narrative text.

In pre-teaching of this research gave brainstorming to made students got stimulation it was shared the text of legend. Then, the researcher continuing the lesson, the researcher reviewed the material. In the second meeting the researcher gave topic, it was “Malin Kundang” the researcher asked the students to read the topic.



Meanwhile, the researcher asked students to find the generic structure. Then, the researcher asked students made group disscussion. The researcher prepared some clues sentences. Then, one students for each group took one clues sentences. And one student of each group read aloud the clue sentences. Other group would be guess what the tittle of these legend. Next, the researcher asked the students made a story of narrative legend based on the clue sentences. In post teaching, the researcher asked students submited their writing. The last, the researcher explained students result of writing and told them about most of their mistakes in narrative text based on five aspects in writing and rule of writing narrative text. Beside it, the writer told about the students' progress in writing narrative text. The students looked more interesting in teaching learning process.

c. Description of the Third Treatment in Experimental Class

The third treatment on November 19th 2018 was better than the second treatment because the students felt accustomed in teaching learning process through guessing game technique. The researcher did not felt hard to explain what students should do because the students had already known what they must done step by step.

In pre-teaching the researcher gave brainstorming to made students got stimulation it was shared the text of legend. Then, the researcher continuing the lesson, the researcher reviewed the material. In the second meeting the researcher gave topic, it was “Tangkuban Perahu” the researcher asked the students to read the topic.

Meanwhile, the researcher asked students to find the generic structure. Then, the researcher asked students made group disscussion. The researcher prepared some clues sentences. Then, one students for each group took one clues sentences. And one student of each group read aloud the clue sentences. Other group would be guess what the tittle of these legend. Next, the researcher asked the students made a story of narrative legend based on the clue sentences. In post teaching, the researcher asked students submited their writing. The last, the researcher explained students result of writing and told them about most of their mistakes in narrative text based on five aspects in writing and rule of writing narrative text. Beside it, the researcher told about the students’ progress in writing narrative text. The students looked more

interesting in teaching learning process. Post test was held on November 21st 2018, In the post test activity, the researcher gave the students test about written test.

2. Description of Treatment in Control Class

a. Description of the Treatment in Control Class

This research conducted the treatment in control class in three meetings. First meeting was administrated on November 13th 2018, second meeting on November 16th 2018, and the third meeting on Monday, November 21st 2018. When the researcher did the treatment in control class the researcher found that the students in control class were not enthusiastic and confuse when the researcher said about writing. They looked not uncomfortable when the researcher came to their class. Then, the researcher tried to explain about narrative text. The researcher explained about the social function, generic structure, grammatical feature of narrative text. After that the researcher explained about free writing technique the students looked so bored. They were not pay attention the researcher.

In addition, the researcher gave the topics to the students and the students wrote the story of narrative legend. After the students finished wrote the text, the students read again their written. Then, they were analyzed in the generic structure of narrative text. Then, the researcher asked the students to collect their written, they were said that they were not finished it. In this situation the students looked lazy to write. They were said to the researcher that they could not write, they were confused what they want to write. The students said that they were not knew how that found

the main idea. And the situation in the class was noisy because the students talking each other.

Based on the treatment in control class, the researcher found that treatment in control class was not run well. It was shown that the students were not paying attention to the researcher. The students were not enthusiastically and confident to arrange the sentences. The condition of the class was noisy. The students lazy to wrote. The students was bored with the technique that researcher used. The students were not interesting with the treatments when the researcher did to teach them.



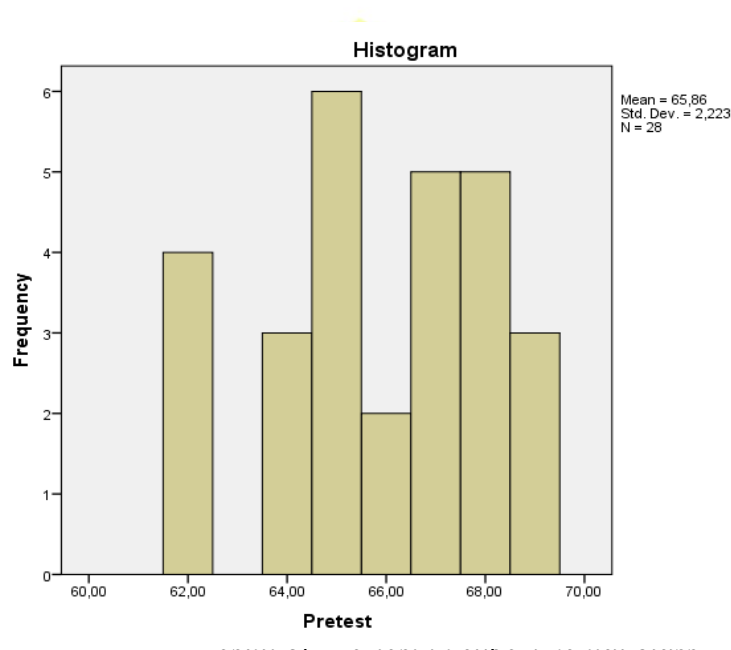
C. Result of Research

The research was aim to know whether there was any significant influence for the students' writing ability in narrative text after they were given treatment by using guessing game as technique in this research. There were six classed at the tenth grade of SMA Negeri 3 Bandar Lampung, they were X MIA 1, X MIA 2, X MIA 3, X MIA 4, X IIS 1 and X IIS 2. In this case, class X MIA 4 as experimental class and X MIA 3 as control class. The research was conducted of the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung. In this research used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in narrative text.

1. Result of Pre-test in Experimental Class.

At the first meeting the researcher conducted pre-test in order to find out the previous students' writing ability in narrative text. The pre-test was administered

on November 8th, 2018 at 07.15 p.m. The score in The Experimental Class, it can be seen in figure 2:



Before did treatment, the researcher found that from 28 students in experimental class. Based on the figure, the mean of pre-test was 65.86, standard of deviation was 2.223, N was 28, median was 66.00, variance was 4.942, minimum score was 62.00, and maximum score was 69.00. It showed students' narrative text writing ability before they got treatments.

2. Result of Pre-test in Control Class

The researcher conducted pre-test in order to find out the students narrative text writing ability before the treatment. The pre-test conducted on November 9th, 2018 at 13.45 p.m. The score in control class can be seen in figure 3.

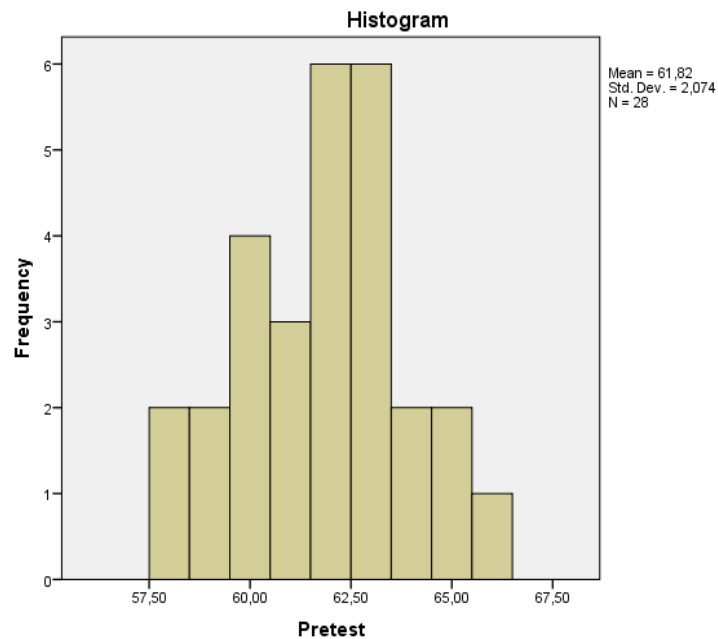


Figure 3
Result of Pre-test in control class

Based on the figure 2, the mean of pre-test was 61.82, standard of deviation was 2.073. N was 28, median was 62.00, variance was 4.300, minimum score was 58.00, and maximum score was 66.00. It showed students' narrative text writing ability before they got treatments.

3. Result of Post-test in Experimental Class

The researcher gave post-test in experimental class to know students' writing ability in narrative text after the treatment. The researcher conducted post-test in

order to see whether the students' score increased or not. The post-test was conducted on November 23rd, 2018. The score of post-test in experimental class are presented in figure 4.

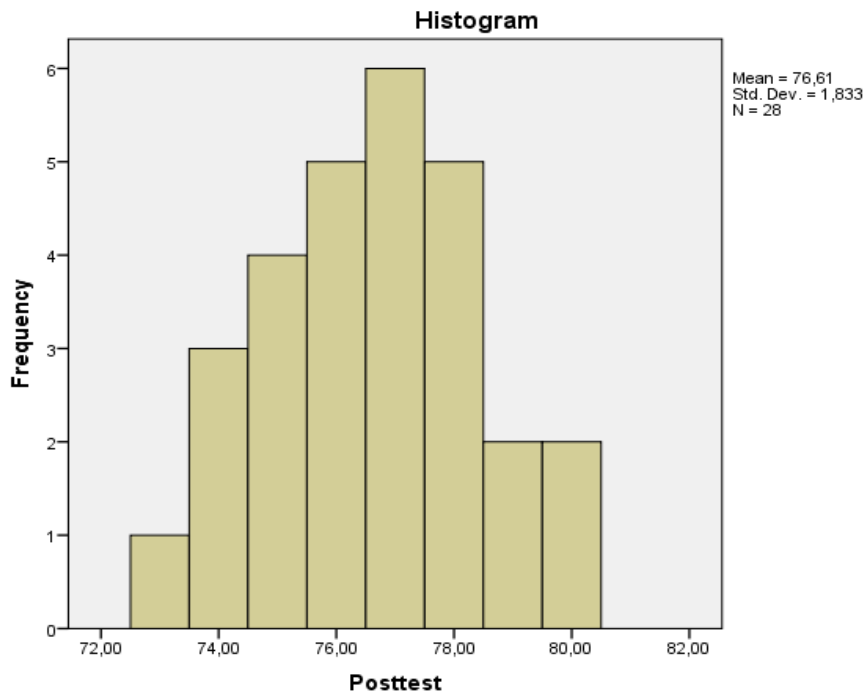


Figure 4
Result of Post test in experimental class

Based on the figure 3, the mean of post-test in experimental class was 76.60, standard deviation was 1.832, N was 28, median was 77.00, variance was 3.358, minimum score was 73.00, and maximum score was 80.00. It showed students' narrative text writing ability after they got treatments.

4. Result of the Post-test in Control Class

The researcher gave post-test in control class to know students' writing ability in narrative text after the treatment. The researcher conducted post-test in order to see

whether the students' score increased or not. The post-test was conducted on November 26th, 2018. The score of post-test in experimental class are presented in figure 5.

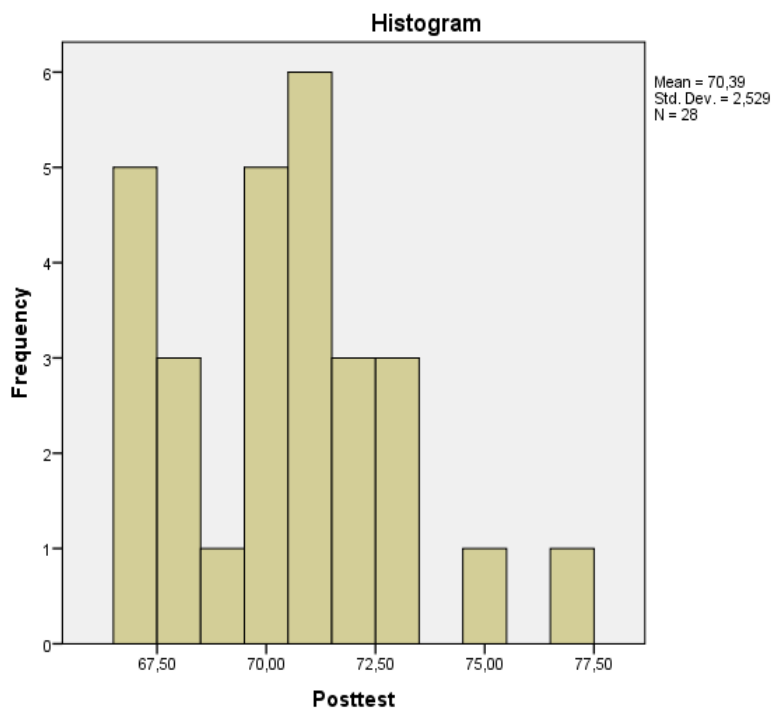


Figure 5
Result of Post-test in Control Class

Based on the figure 4, the mean of post-test in control class was 70.39, standard deviation was 2.528, N was 28, median was 70.50, variance was 6.396, minimum score was 67.00, and maximum score was 77.00. It showed students' narrative text writing ability after they got treatments.

D. Result of Analysis Data

1. Result of Normality Test

The normality was used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher was used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed.

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 4
The Normality Test of Experimental and Control Class

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental	,135	28	,200 [*]	,948	28	,173
	Control	,200	28	,005	,932	28	,068

a. Lilliefors Significance Correction

Based on the Table, it can be seen that Sig. (p_{value}) for experimental class was 0.173 and Sig. (p_{value}) for control class was 0.068 and $\alpha = 0.05$. It means that Sig. (p_{value}) $> \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

2. Result of Homogeneity Test

After got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogenous or not. The researcher used Levene

Test using SPSS (*Statistical Program for Social Science*). The hypotheses for the homogeneity test are formulated as follows:

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows:

H_0 = is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a = is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 5
The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

gain_score

Levene Statistic	df1	df2	Sig.
2,659	1	54	,109

Based on the Table, it can be seen that $\text{Sig. (P}_{\text{value}}) = 2.659 > \alpha = 0.05$. It mean that H_0 was accepted because $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$. The variance of the data was homogenous.

3. Result of Hypothetical Test

After knew the data were normal and homogenous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. The hypotheses as follows:

H_a : There is a significant influence of using guessing game towards students'

narrative writing ability at the first semester of the tenth grade of SMAN 3

Bandar Lampung in the academic year of 2018/2019.

H₀: There is no significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019.

While the criteria for acceptance or rejection of the hypothesis are:

H₀ = is accepted if Sig. (p_{value}) > $\alpha = 0.05$

H_a = is accepted if Sig. (p_{value}) < $\alpha = 0.05$

Table 6
The Result of Hypothetical Test

t	df	Sig. (2-tailed)
4,263	54	,004
4,263	49,721	,004

Based on the result obtained in the table, it is clear that the value of significant generated Sig. (P_{value}) = 0.004 < $\alpha = 0.05$. So, H₀ is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung in the academic year 2018/2019. (See appendix 23).

E. Discussion

Based on the research that had been conducted, there was a significant influence of influence of using using guessing game towards students' narrative writing ability at the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung. Guessing game can make the students develop their ideas especially in

making narrative text. Based on the result of research, the researcher did the pre-test to know the students' ability before the treatment. The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 65.85. While the mean score of pre-test in control class was 61.82.

In this research, guessing game was effective to improve and increase students' writing narrative text. It was supported by Wright and Buckby, in guessing game, essentially someone knows something and others must find out what is it.⁷⁶ It means that, by using guessing game can help students so that the students do not feel bored and difficult in writing.

Thus, the researcher interested to conducting research about guessing game for teaching narrative text.

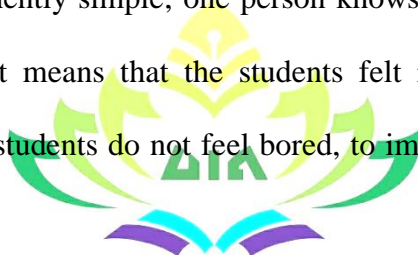
According to Siahaan, Writing is a psychological activity of the language user to put information in the writing text.⁷⁷ It means that in writing a thinking process for conveying information or expression of original ideas, thought, feeling, and opinion in writing form. Guessing game made the students do not feel bored and difficult in writing.

Based on the explanation above, it can be concluded that the students have ability to elaborate their ideas in written form but in writing process the

⁷⁶ Batteridge Wright & Michael Buckby, *Games for Language Learning 3rd Edition*, (New York: Cambridge University Press, 2006), p.169

⁷⁷ Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 215

students need a technique to help them in processing of make their writing well. When the researcher did the treatment in experimental class, in the experimental class the researcher used guessing game to teach the students. The researcher found that the students looked enthusiasm and active in learning process because the students concentrate to answer a question that has been given a few keywords related to the images, title or words. According to Klippel, the basic rule of guessing game is eminently simple; one person knows something that another one wants to find out.⁷⁸ It means that the students felt interest in learning writing. Guessing game made students do not feel bored, to improve and express their idea in written form well.



In addition, there was different when the researcher did the treatment in control class. The researcher used freewriting technique to teach the students in control class. In teaching narrative text used freewriting technique the researcher looked that the students were uninteresting, felt bored and felt afraid when the researcher came to their class and explained about the writing narrative text using freewriting technique. The researcher explained to the students about freewriting technique and the students looked confuse and felt bored. They did not pay attention to the researcher. The condition of class was very noisy. Then, the researcher asked the students to make a narrative text using freewriting technique. The students said that they could not arrange the sentences to make a narrative text. They were

⁷⁸ Klippel, *Keep Talking-Communicative Fluency Activity for Language Teaching*, (Cambridge: Cambridge University Press, 1998) p.13

confused what they want to write because the students have lack of vocabulary. Many of them were difficult in making a text. When the researcher asked the students to collect their written, then they said that they have not finished it. The condition was happened because the technique that used by the teacher was not made the students interesting, enjoyable and improve in learning process especially in writing.

In this research, it can be seen that the result of students' post-test is higher than pre-test. Besides that, guessing game can improve each aspects of writing including content, organization, vocabulary, language and mechanics. The result of pre-test and post-test also showed that the students who taught by using guessing game got better than the students who taught by using freewriting technique. The score show that the mean of post-test in experimental class was 76.60 and the mean of post-test in control class was 70.39.

Based on the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using guessing game got better than the students without using guessing game in teaching and learning writing narrative text could help the students improved their writing to explore their ideas, to write paragraph using correct grammar, to use vocabularies, to write paragraph coherently and cohesively, and to use punctuation in writing

sentences. Using guessing game made the students more active and enthusiasm in learning writing especially writing narrative text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter the researcher analyzed the data statistically. Based on the statistical analysis, the researcher concluded that there was a significant influence of using guessing game towards students' narrative writing ability at the first semester of the tenth grade of SMA Negeri 3 Bandar Lampung in the academic year of 2018/2019.



There was a significant influence of using guessing game towards students' narrative writing ability. It can be proved by the data result calculation in the previous chapter where null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted, it means that the researcher's assumption is true that is to say, guessing game can give a significant influence towards students' narrative writing ability.

B. Suggestion

In reference to the conclusion above, the writer proposes some suggestion as follows:

1. Suggestion to the Teacher

- a. In this research, the researcher suggests that the English teacher apply guessing game to teach students especially narrative text because it can help students more active and easier in making write form.

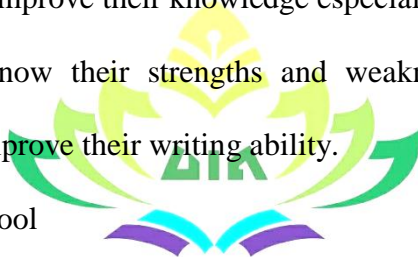
- b. The result of the research is the teacher will get valuable information about an alternative strategy to be use to improve students' writing ability, especially with the use of guessing game.
- c. The teacher should use the time effectively and efficiently so the teacher can help the students increase their ability by giving more explanation.

2. Suggestion to the Students

- a. The students should improve their knowledge especially make narrative text.
- b. The students will know their strengths and weaknesses in writing, and will encourage them to improve their writing ability.

3. Suggestion to the school

- a. The school should provide facility, tools and material to support the students to teach English, thus the students can develop their mastery in English.
- b. The school provide a program use English speak to the students and teacher when they teach English.



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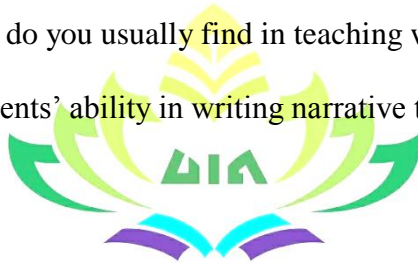


APPENDICES

Appendix 1

THE INTERVIEW GUIDELINE FOR THE TEACHER

1. How long have you been teaching here?
2. How about your experience? Have you ever applied a game in the teaching learning process especially in teaching writing narrative text?
3. What kind of techniques do you use in teaching writing narrative text?
4. What difficulties do you usually find in teaching writing narrative text?
5. How are the students' ability in writing narrative text?



Appendix 2

THE RESULT OF INTERVIEW THE TEACHER

Interviewer : Ardi Budiono Pratama (the researcher)

Interviewee : Drs. Edward Hidayat, M. Pd (the English teacher)

Place : SMA Negeri 3 Bandar Lampung

No.	Question	Answer	Conclusion
1.	How long have you been teaching here?	I started teaching since 1988 at SMAN 3 Bandar Lampung.	Mr. Edward has been teaching at SMAN 3 Bandar Lampung for 30 years.
2.	How about your experience? Have you ever applied a game in the teaching learning process especially in teaching writing narrative text?	In teaching writing narrative text, I always find the students who bored when they were studied. I do not have specific experience and rarely use a game in teaching writing. I just explain to students about narrative text, and I give the example then ask the students to learn from the book or LKS, to add the knowledge, and I ask them to open the dictionary, if they didn't know the meaning. Actually, the dictionary is to help them study English easily. For the task, I gave	It can be concluded that the teacher in teaching writing narrative text, the teacher do not have the spesific experience and rarely use a game in teaching writing, just explain about narrative text and give exercise to the students and submit it to the teacher and teacher give the score.

		<p>them the exercises about narrative text, and I ask them to do it, an after finish I gave them the score.</p>	
3.	<p>What kind of techniques do you use in teaching writing narrative text?</p>	<p>In teaching writing narrative text, I did not use special technique. I just explain the materials based on the textbook's instruction. Then I ask the students to do the exercise each other or cooperative with friends to do the task.</p>	<p>It can be concluded that the teacher in teaching writing narrative text using free writing technique.</p>
4.	<p>What difficulties do you usually find in teaching writing narrative text?</p>	<p>My Problem in teaching writing narrative text, I found that some of students encounter difficulties how to express their ideas and feelings in writing, because they are have little chance to practice writing, and they are not interested in the technique that I use in writing activity.</p>	<p>Students did not express their ideas and feelings for develop narrative text, cause they are have little chance to practice writring, and not interested in the technique that the teacher use in writing activity.</p>
5.	<p>How are the students' ability in writing narrative text?</p>	<p>The students' ability in writing especially in narrative text for some students is still under rate from criteria of minimum mastery (KKM)</p>	<p>The students' ability in writing activity for some students is still under rate of KKM and their argue that the writing is difficult and a boring procces.</p>

		and they think writing is difficult and a boring thing to do.	
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Appendix 3

The Interview for the Students

1. Apakah anda menyukai pelajaran Bahasa Inggris?
2. Apakah anda memiliki kesulitan saat mempelajari Bahasa Inggris Khususnya dalam *Writing Skill*?
3. Apakah guru menciptakan suasana kelas yang menyenangkan saat belajar *Writing Skill* tentang *Narrative Text*?
4. Kesulitan apa yang sering dihadapi dalam menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah *Narrative Text*, misalnya kesulitan dalam kosa kata, grammar, atau dalam proses penulisannya?
5. Apakah anda menikmati dan menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar *Writing Skill* tentang *Narrative Text*?

Appendix 4

The Result of Interview for Students

Name : Annisa Adelia (X IPA 2, No. 2)

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Dari SMP dlu saya memang sudah suka pelajaran Bahasa Inggris karena bagi saya belajar Bahasa Inggris itu gak membosankan dan ya cukup menyenangkan juga kok	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of writing narrative text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari Bahasa Inggris Khususnya dalam <i>Writing Skill</i> ?	Iya, sering soalnya cara menyusun kalimatnya itu susah	The student has difficulties in learning writing.
3.	Apakah guru menciptakan suasana kelas yang menyenangkan saat belajar <i>Writing Skill</i> tentang <i>Narrative Text</i> ?	Tidak, karena ya terkadang setelah menjelaskan langsung dikasih tugas	The student has not interested in the classroom situation in learning writing narrative text.
4.	Kesulitan apa yang sering dihadapi dalam menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah <i>Narrative Text</i> , misalnya kesulitan dalam kosa kata, grammar, atau dalam proses penulisannya?	Saya bingung saat menulis karena saya sulit untuk mengungkapkan ide, dan juga sedikit kosa kata yang saya ketahui, selain itu juga karena saya bosan dan tidak tertarik dengan teknik dalam kegiatan pembelajaran.	The student does not master the vocabulary, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used.
5.	Apakah anda menikmati dan menyukai strategi pembelajaran	Tidak, saya pribadi sih tidak terlalu menikmati. Karena	The students are not interested for teaching

	yang digunakan oleh guru dalam mengajar <i>Writing Skill</i> tentang <i>Narrative Text</i> ?	guru kami tidak menerapkan teknik mengajar yang menarik jadi saya kadang ya merasa bosan dan tidak tertarik.	technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.
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Name : Edgar Halayudha Iftikar Ridwan (X IPA 2, No. 11)

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Saya suka pelajaran Bahasa Inggris karena bagi saya belajar Bahasa Inggris ya perlu juga	Based on interview of student, he likes English lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari Bahasa Inggris Khususnya dalam <i>Writing Skill</i> ?	Iya, sering soalnya kadang belum terlalu paham benar cara menyusun kalimatnya itu	The student has difficulties in learning writing.
3.	Apakah guru menciptakan suasana kelas yang menyenangkan saat belajar <i>Writing Skill</i> tentang <i>Narrative Text</i> ?	Tidak, karena kadang setelah menjelaskan guru nya langsung kasih tugas yang ada di buku	The student has not interested in the classroom situation in learning writing narrative text.
4.	Kesulitan apa yang sering dihadapi dalam menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah <i>Narrative Text</i> , misalnya kesulitan dalam kosa kata, grammar, atau dalam proses penulisannya?	Kadang gak paham saat menulis karena susah dan juga sedikit kosa kata yang saya ketahui.	The student does not master the vocabulary, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used.
5.	Apakah anda menikmati dan menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar <i>Writing Skill</i> tentang <i>Narrative Text</i> ?	kalau saya sih ya pak gak terlalu menikmati. jadi saya kadang ya merasa bosan dan tidak tertarik kalau dikasih tugas lagi.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Name : Ressay Ayu Ananda (X IPA 2, No, 24)

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Saya suka pelajaran bahasa inggris karena bagi saya belajar Bahasa Inggris itu tidak membosankan dan menarik.	Students like English lessons because they think English is not boring and fun.
2.	Apakah anda memiliki kesulitan saat mempelajari Bahasa Inggris Khususnya dalam <i>Writing Skill</i> ?	Iya, susah pak soalnya belum terlalu paham	The student has difficulties in learning writing.
3.	Apakah guru menciptakan suasana kelas yang menyenangkan saat belajar <i>Writing Skill</i> tentang <i>Narrative Text</i> ?	Tidak, karena kadang setelah menjelaskan guru nya langsung kasih tugas yang ada di buku saja	The student has learned narrative text.
4.	Kesulitan apa yang sering dihadapi dalam menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah <i>Narrative Text</i> , misalnya kesulitan dalam kosa kata, grammar, atau dalam proses penulisannya?	Kadang gak paham saat menulis karena susah dan juga sedikit kosa kata yang saya ketahui.	The students were averse to write narrative text because they are bored and uninterested with the use of technique in the learning process.
5.	Apakah anda menikmati dan menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar <i>Writing Skill</i> tentang <i>Narrative Text</i> ?	Iya pak gak terlalu menikmati. jadi saya kadang ya merasa bosan dan tidak tertarik kalau dikasih tugas terus, coba kalo sambil main game dalam belajar nya mungkin lebih seru.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Appendix 5

Students' Name of Experimental Class X IPA 4

No	Gender	Name	Code
1	F	Adelia Assiva	E1
2	F	Alkesa Ramadhanti Yudial	E2
3	F	Amabel Iranda	E3
4	M	Arya Ananta	E4
5	F	Audy Ananda Putri	E5
6	F	Devin Anggraeni	E6
7	F	Erni Septiana	E7
8	F	Fathaniah Ghaisani Putri	E8
9	F	Fitrotun Nissa Tamiya	E9
10	F	Laras Novelina	E10
11	M	M Tareq Maulana Akbar	E11
12	F	Maharani Putri Qohar	E12
13	F	Mona Berliana Alicia	E13
14	M	Muhammad Aqil Maulana	E14
15	M	Muhammad Fadhil Sabilly	E15
16	M	Muhammad Faisal Ghifari	E16
17	M	Muhammad Hafwan Alfath	E17
18	M	Muhammad Rakha Al Rovi	E18
19	F	Nabila Riski Sahenda	E19
20	F	Nabira	E20
21	F	Nasywa Salsabiil Afiifah	E21
22	F	Nazwa Salsa Berliana	E22
23	M	Panji Prasetyo	E23
24	F	Regina Salsabila Ashari	E24
25	F	Rinna Putriana	E25
26	F	Sabrina Angelica	E26
27	F	Suhendah	E27
28	F	Vania Angelica Kusuma Putri Nababan	E28

Appendix 6

Students' Name of Control Class X IPA 3

No	Gender	Name	Code
1	F	Adelia Dini Azzahra	C1
2	F	Adila A`Anas	C2
3	F	Ainiyya Hana Pathi Seruni	C3
4	F	Alika Salsa Nabila	C4
5	F	Alkhila Arti Diartha	C5
6	F	Avita Nurul Khotimah	C6
7	F	Dina Fizzila Putri	C7
8	F	Fadlilatun Nisbah Luthfiah	C8
9	F	Kenza Julieta	C9
10	F	Kikin Shofiyatus Sakina	C10
11	F	Lutfia Nanda Wilujeng	C11
12	M	M. Abdi Firdaus	C12
13	M	M. Gathan Rapoundra Ilyas	C13
14	F	Mona Fitria Ananda	C14
15	M	Muhammad Al-Farrel Elmareza	C15
16	M	Muhammad Farhan	C16
17	M	Muhammad Nazher Ardiansyah	C17
18	F	Nabilah Amany	C18
19	F	Nadira Tri Amalia	C19
20	F	Nerissa Arviana	C20
21	F	Putri Vida Vilia	C21
22	M	Rahadian Zhapago	C22
23	M	Rakha Rabbani	C23
24	F	Sere Finala Fane	C24
25	F	Siti Muthi'a Fadhilah	C25
26	M	Wahyu Sri Aryo Pangestu	C26
27	F	Widya Carissa Azalia Pudyartanti	C27
28	F	Yusiva Balqis Sakinah	C28

Appendix 7

Instrument of Pre-Test

Subject : English
Sub. Matter : Writing (Narrative Text)
Class / Semester : X / I
Time allocation : 65 Minutes

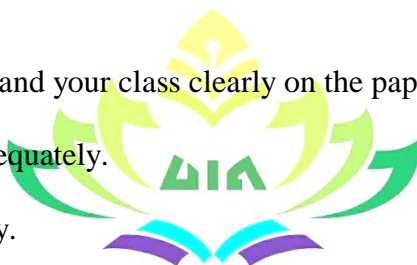
Name :

Class :

Date :

Instructions:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.



Directions:

1. Make a legend narrative text at least 100 words or more.
2. Write your text in the past tense form.
3. Write your text by covered the generic structures of narrative text (Orientation, Complication, Resolution, Re-orientation).
4. Write a legend narrative text by choosing one of topics bellow :
 - a. The Story of Toba Lake
 - b. The Legend of Prambanan Temple

Good Luck...!!!

Appendix 8

Instrument of Post-Test

Subject : English
Sub. Matter : Writing (Narrative Text)
Class / Semester : X / I
Time allocation : 65 Minutes

Name :

Class :

Date :

Instructions:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.



Directions:

1. Make a legend narrative text at least 100 words or more.
2. Write your text in the past tense form.
3. Write your text by covered the generic structures of narrative text (Orientation, Complication, Resolution, Re-orientation).
4. Write a legend narrative text by choosing one of topics bellow :
 - a. The Story of Maninjau Lake
 - b. The Legend of Bodobudur Temple

Good Luck..!!!

Appendix 9

The Analysis Students' Score of Pre-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1	17	16	15	15	16	15	16	16	5	4	70	66	68
2	E2	18	18	17	16	17	15	10	14	6	5	70	68	69
3	E3	16	14	16	16	13	15	12	16	4	4	67	65	66
4	E4	16	14	16	16	16	15	15	16	4	4	67	65	67
5	E5	17	15	15	16	16	15	16	16	5	4	69	67	68
6	E6	17	16	15	15	16	15	16	16	5	4	70	66	68
7	E7	17	17	17	16	12	13	15	16	6	5	70	68	69
8	E8	16	14	16	16	16	15	15	16	4	4	67	65	67
9	E9	17	16	15	15	16	15	16	16	5	4	70	66	68
10	E10	16	14	16	16	16	15	15	16	4	4	67	65	67
11	E11	16	16	15	15	15	15	14	14	5	5	65	65	65
12	E12	18	18	17	16	12	13	15	16	6	5	70	68	69
13	E13	16	16	15	15	15	12	14	17	5	5	65	65	65
14	E14	18	19	17	14	15	15	10	10	3	3	63	61	62
15	E16	16	14	16	16	16	15	15	16	4	4	67	65	67
16	E16	16	16	15	13	14	12	14	19	4	4	63	64	64
17	E17	16	16	15	15	15	15	14	14	5	5	65	65	65
18	E18	18	20	15	14	15	10	10	15	3	3	63	61	62
19	E19	18	20	15	14	15	10	10	15	3	3	63	61	62
20	E20	16	16	15	15	15	15	14	14	5	5	64	66	65
21	E21	15	16	16	15	15	15	14	14	5	5	65	65	65
22	E22	17	16	16	17	15	12	13	15	3	3	64	63	64
23	E23	17	18	17	17	10	11	14	14	5	5	63	65	64
24	E24	17	15	15	16	16	15	16	16	5	4	69	67	68
25	E25	16	14	16	16	16	15	15	16	4	4	67	65	67
26	E26	16	16	15	15	15	15	14	14	5	5	65	65	65
27	E27	18	20	15	14	15	15	10	10	3	3	63	61	62
28	E28	16	14	16	16	16	15	15	16	4	4	67	65	66
Total		467	454	439	430	419	393	387	423	125	117	1858	1818	1844

Appendix 10

The Analysis Students' Score of Post-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1	20	19	17	18	16	19	18	18	7	6	78	79	79
2	E2	18	19	18	17	18	17	17	18	7	7	78	78	78
3	E3	18	18	17	19	16	16	17	17	7	6	75	76	76
4	E4	20	19	17	18	16	19	18	18	7	6	78	79	79

5	E5	19	19	18	17	17	17	18	18	6	5	78	76	77
6	E6	18	19	18	17	18	17	17	18	7	7	78	78	78
7	E7	19	19	18	17	17	17	18	18	6	5	78	76	77
8	E8	18	17	18	16	17	17	16	17	6	5	75	72	74
9	E9	18	19	18	17	18	17	17	18	7	7	78	78	78
10	E10	18	19	18	17	18	17	17	18	7	7	78	78	78
11	E11	19	19	18	17	17	17	18	18	6	5	78	76	77
12	E12	18	18	17	19	16	16	17	17	7	6	75	76	76
13	E13	19	19	18	17	17	17	18	18	6	5	78	76	77
14	E14	18	18	17	19	16	16	17	17	7	6	75	76	76
15	E15	18	19	18	17	18	17	17	18	7	7	78	78	78
16	E16	18	17	18	16	17	17	16	17	6	5	75	72	74
17	E17	18	17	18	16	17	17	16	17	6	5	75	72	74
18	E18	18	18	17	19	16	16	17	17	7	6	75	76	76
19	E19	19	18	17	16	16	17	16	18	6	6	74	75	75
20	E20	18	18	16	17	16	16	16	17	6	5	72	73	73
21	E21	19	18	18	18	17	18	17	18	6	5	77	77	77
22	E22	18	18	17	19	16	16	17	17	7	6	75	76	76
23	E23	19	18	17	16	16	17	16	18	6	6	74	75	75
24	E24	19	18	18	18	17	18	17	18	6	5	77	77	77
25	E25	20	19	19	18	16	19	18	18	7	7	80	80	80
26	E26	19	18	17	16	16	17	16	18	6	6	74	75	75
27	E27	19	18	17	16	16	17	16	18	6	6	74	75	75
28	E28	20	19	19	18	16	19	18	18	7	7	80	80	80
Total		522	514	493	485	467	480	476	495	182	165	2140	2135	2145

Appendix 11

The Analysis Students' Score of Pre-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C1	12	11	12	11	12	11	15	15	7	7	60	60	60
2	C2	16	15	15	14	10	11	14	14	5	5	61	59	60
3	C3	17	16	16	15	15	16	13	11	3	3	64	61	63
4	C4	16	17	14	13	14	15	14	15	4	3	62	62	62
5	C5	16	16	15	14	14	15	14	13	4	4	63	63	63
6	C6	16	17	14	13	14	15	14	15	4	3	62	62	62
7	C7	16	15	15	16	16	14	13	14	4	3	64	62	63
8	C8	16	17	15	16	14	15	15	16	5	5	65	63	64
9	C9	16	16	15	15	15	15	14	14	5	5	65	65	65
10	C10	16	16	15	14	14	15	14	13	4	4	63	63	63
11	C11	16	16	14	14	14	13	14	15	4	4	61	61	61
12	C12	17	16	16	15	15	16	13	11	3	3	64	61	63
13	C13	16	16	14	14	14	15	13	12	4	4	61	61	61
14	C14	11	11	12	11	12	11	15	12	7	7	59	67	58
15	C15	16	17	16	16	14	15	14	15	4	4	62	62	62

16	C16	16	15	15	14	10	11	14	14	5	5	61	59	60
17	C17	16	16	14	14	14	13	14	15	4	4	61	61	61
18	C18	12	11	12	11	12	11	15	15	7	7	60	60	60
19	C19	11	11	12	11	12	11	15	12	7	7	59	67	59
20	C20	16	17	16	16	14	15	14	15	4	4	62	62	62
21	C21	16	17	15	16	14	15	15	16	5	5	65	63	64
22	C22	11	11	12	11	12	11	15	12	7	7	59	67	59
23	C23	16	17	16	16	14	15	14	15	4	4	62	62	62
24	C24	16	16	15	15	15	15	14	14	5	5	65	65	65
25	C25	11	11	12	11	12	11	15	12	7	7	59	67	58
26	C26	16	15	15	16	16	14	13	14	4	3	64	62	63
27	C27	16	17	14	13	14	15	14	15	4	3	62	62	62
28	C28	16	14	16	16	16	15	15	16	4	4	67	65	66
Total		422	420	402	391	382	384	396	390	134	129	1742	1754	1731



Appendix 12

The Analysis Students' Score of Post -Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C1	17	16	15	15	16	15	16	16	5	4	70	66	68
2	C2	17	17	16	16	16	16	17	17	5	5	71	71	71
3	C3	17	17	16	17	16	17	17	17	5	4	72	73	73
4	C4	17	17	17	16	16	17	16	17	5	5	71	73	72
5	C5	17	17	16	17	16	17	16	16	5	5	70	70	70
6	C6	17	17	16	16	16	16	17	17	5	5	71	71	71
7	C7	17	17	16	17	16	17	16	17	5	5	72	73	73
8	C8	19	18	17	16	16	17	16	18	6	6	74	75	75
9	C9	17	17	16	17	16	17	17	17	5	4	72	73	73
10	C10	17	17	16	17	16	17	16	16	5	5	70	70	70
11	C11	16	14	16	16	16	15	15	16	4	4	67	65	67
12	C12	17	17	16	16	16	16	17	17	5	5	71	71	71
13	C13	17	16	15	15	16	15	16	16	5	4	70	66	68
14	C14	16	14	16	16	16	15	15	16	4	4	67	65	67
15	C15	17	17	16	16	16	16	17	17	5	5	71	71	71
16	C16	17	16	15	15	16	15	16	16	5	4	70	66	68
17	C17	17	17	16	17	16	17	16	16	5	5	70	70	70
18	C18	16	14	16	16	16	15	15	16	4	4	67	65	67
19	C19	16	14	16	16	16	15	15	16	4	4	67	65	67
20	C20	17	17	16	16	16	16	17	17	5	5	71	71	71
21	C21	17	17	17	16	16	17	16	17	5	5	71	73	72
22	C22	18	18	17	16	12	13	15	16	6	5	70	68	69
23	C23	17	17	16	17	16	17	16	16	5	5	70	70	70
24	C24	17	17	17	16	16	17	16	17	5	5	71	73	72
25	C25	16	14	16	16	16	15	15	16	4	4	67	65	67

26	C26	17	17	16	16	16	16	17	17	5	5	71	71	71
27	C27	17	17	16	17	16	17	16	16	5	5	70	70	70
28	C28	19	18	18	18	17	18	17	18	6	5	77	77	77
Total		476	461	452	455	445	451	451	464	138	131	1971	1957	1971



Appendix 13

Students' Score of Pre-Test and Post-Test in Experimental Class X IPA 4 at the SMAN 3 Bandar Lampung in the Academic Year of 2018/2019

X IPA 4				
No	Code	Pre-Test	Post-Test	Gain
				(Pre-Test, Post-Test)
1	E1	68	79	11
2	E2	69	78	9
3	E3	66	76	14
4	E4	67	79	12
5	E5	68	77	9
6	E6	68	78	10
7	E7	69	77	8
8	E8	67	74	7
9	E9	68	78	10
10	E10	67	78	11
11	E11	65	77	12
12	E12	69	76	7
13	E13	65	77	12
14	E14	62	76	14
15	E16	67	78	11
16	E16	64	74	10
17	E17	65	74	9
18	E18	62	76	14
19	E19	62	75	13
20	E20	65	73	8
21	E21	65	77	12
22	E22	64	76	12
23	E23	64	75	11
24	E24	68	77	9
25	E25	67	80	12
26	E26	65	75	10
27	E27	62	75	13
28	E28	66	80	14

Appendix 14

**Students' Score of Pre-Test and Post-Test in Control Class X IPA 3
at the SMAN 3 Bandar Lampung in the Academic Year of 2018/2019**

X IPA 3				
No	Code	Pre-Test	Post-Test	Gain
				(Pre-Test, Post-Test)
1	C1	60	68	8
2	C2	60	71	11
3	C3	63	73	10
4	C4	62	72	10
5	C5	63	70	7
6	C6	62	71	9
7	C7	63	73	10
8	C8	64	75	11
9	C9	65	73	8
10	C10	63	70	7
11	C11	61	67	6
12	C12	63	71	8
13	C13	61	68	7
14	C14	58	67	9
15	C15	62	71	9

16	C16	60	68	8
17	C17	61	70	9
18	C18	60	67	7
19	C19	59	67	8
20	C20	62	71	9
21	C21	64	72	8
22	C22	59	69	10
23	C23	62	70	8
24	C24	65	72	7
25	C25	58	67	9
26	C26	63	71	8
27	C27	62	70	8
28	E28	66	77	11

Appendix 15

The Result of Reliability for Post-Test Based on Two Raters

CRITERIA	SCORE		RANK		D (R1-R2)	D ²
	R1	R2	R1	R2		
Content	998	975	1	1	0	0
Organization	945	940	2	3	-1	1
Vocabulary	912	931	4	4	0	0
Language	927	959	3	2	1	1
Mechanic	320	296	5	5	0	0
Total						2

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6(2)}{56(56^2 - 1)}$$

$$p = 1 - \frac{12}{175560}$$

$$p = 1 - 0.0000683$$

$$p = 0.99$$

Based on the data above, it can be concluded that reliability score of post-test in experimental and control class is 0.99. So, the data is **reliable**.

Appendix 16

The Result of Reliability for Pre-Test Based on Two Raters

CRITERIA	SCORE		RANK		D (R1-R2)	D ²
	R1	R2	R1	R2		
Content	889	874	1	1	0	0
Organization	841	821	2	2	0	0
Vocabulary	801	801	3	4	-1	1
Language	783	813	4	3	-1	1
Mechanic	259	246	5	5	0	0
Total						2

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6(2)}{56(56^2 - 1)}$$

$$p = 1 - \frac{12}{175560}$$

$$p = 1 - 0.0000683$$

$$p = 0.99$$

Based on the data above, it can be concluded that reliability score of pre-test in experimental and control class is 0.99. So, the data is **reliable**.

Appendix 17

EXPERT VALIDATION FROM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Question	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instruction of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the instrument has covered all aspects and indicators measured?			
5.	Is the assesment rubric quite understandable?			

General Comments:

Please give any general comment or suggestion you may have concerning this test development.

.....
.....

Validator,

Drs. Edward Hidayat, M.Pd
NIP. 196109 10198802 1 002

Appendix 18

STUDENTS' NAME FOR VALIDATING READABILITY OF WRITING ABILITY TEST INSTRUMENT

No.	Name
1	Alicia Nazwa Syakira Aidita
2	Annisa Adelia
3	Arganto Davinandito
4	Aris Wanto
5	Audry Lintang Hasanuddin
6	Avnizia Fazzahra Zakka
7	Clara Monica Edira
8	Cut Hasnaa Dzakiyyah
9	Dhita Saskia
10	Dinah Aprina
11	Edgar Halayudha Iftikar Ridwan
12	Fikri Ramadhan
13	Geodimas Wibowo
14	Ghora Dipo Alam
15	M. Aditya Makki
16	M.Ardhiansyah
17	M.Bintang Fhausta Syach
18	Nanda Hasian
19	Ningrum Putri Cahyani
20	Nova Armanita
21	Nur Khoiriza Hidayat
22	Nyimas Nadita Adhelia
23	Putri Octavia
24	Ressy Ayu Ananda
25	Ridho Agustian
26	Risalah Nur Fadliansyah Putri
27	Salma Zalika Namira
28	Uh'yan Abadan Khasanah Hk
29	Yudhistira Rangga Eka Putra

30	Zahra Ayu Chairunissa
----	-----------------------

Appendix 19

The Instrument of Readability Test

Test Instrument.

Instructions:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Directions:

1. Make a legend narrative text at least 100 words or more.
2. Write your text in the past tense form.
3. Write your text by covered the generic structures of narrative text (Orientation, Complication, Resolution, Re-orientation).
4. Write a legend narrative text by choosing one of topics bellow :
 - a. The Story of Toba Lake
 - b. The Legend of Prambanan Temple

INSTRUMENT OF READABILITY

Name :

Class :

Based on the instrument of writing test, please answer the following questions.

No	Questions	Yes	No	Scale (1-10)	Comments
1	Apakah petunjuk dan instruksi pada instrumen terlalu panjang?				
2	Apakah kalimat yang digunakan sebagai petunjuk dan instruksi pada instrumen terlalu kompleks?				
3	Apakah anda kesulitan atau ada kata yang tidak di ketahui dalam petunjuk dan instruksi pada instrument?				
4	Apakah anda paham pada perintah dan instruksi soal?				

- Skala poin **1** menerangkan bahwa instruksi & soal yang mudah di pahami
- Skala poin **10** menerangkan bahwa instruksi & soal yang sulit untuk di pahami.

Appendix 20

THE RESULT OF READABILITY TEST

No	Name	Scale				Total	Average
		1	2	3	4		
1	Alicia Nazwa Syakira Aidita	1	3	2	1	7	1,7
2	Annisa Adelia	1	2	3	3	9	2,2
3	Arganto Davinandito	1	2	3	1	7	1,7
4	Aris Wanto	1	2	1	1	5	1,2
5	Audry Lintang Hasanuddin	1	2	3	3	9	2,2
6	Avnizia Fazzahra Zakka	3	2	1	2	8	2
7	Clara Monica Edira	1	2	1	1	5	1,2
8	Cut Hasnaa Dzakiyyah	1	2	3	3	9	2,2
9	Dhita Saskia	1	2	3	3	9	2,2
10	Dinah Aprina	1	1	2	1	5	1,2
11	Edgar Halayudha Iftikar Ridwan	1	1	2	1	5	1,2
12	Fikri Ramadhan	1	2	1	2	6	1,5
13	Geodimas Wibowo	3	2	1	1	6	1,7
14	Ghora Dipo Alam	1	1	1	1	4	1
15	M. Aditya Makki	1	1	1	1	4	1
16	M.Ardhiansyah	1	3	1	1	6	1,5
17	M.Bintang Fhausta Syach	1	2	1	1	5	1,2
18	Nanda Hasian	1	3	2	1	7	1,7
19	Ningrum Putri Cahyani	1	1	1	1	4	1
20	Nova Armanita	1	1	1	1	4	1
21	Nur Khoiriza Hidayat	1	2	2	4	9	2,2
22	Nyimas Nadita Adhelia	1	3	2	2	8	2
23	Putri Octavia	2	1	1	1	5	1,2
24	Ressy Ayu Ananda	2	2	3	1	8	2
25	Ridho Agustian	1	1	1	1	4	1
26	Risalah Nur Fadliansyah Putri	1	1	1	1	4	1
27	Salma Zalika Namira	1	2	1	2	6	1,5
28	Uh'yan Abadan Khasanah Hk	1	1	1	1	4	1
29	Yudhistira Rangga Eka Putra	1	1	2	1	5	1,2
30	Zahra Ayu Chairunissa	1	1	2	1	5	1,2
Total							45,8
Mean							1,52

Based on the finding of Kouame's research, if the mean of all items of instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instruments) of writing test above is 1.52 (lower than 4.46), it means that the instrument is **readable**.

Appendix 21

The Result of Normality Test

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental	,135	28	,200 [*]	,948	28	,173
	control	,200	28	,005	,932	28	,068

a. Lilliefors Significance Correction

Appendix 22

The Result of Homogeneity Test

Test of Homogeneity of Variances

gain_score

Levene Statistic	df1	df2	Sig.
2,659	1	54	,109

Appendix 24

SILABUS SMA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Teks naratif lisan dan tulis berbentuk legenda sederhana • Fungsi	Mengamati <ul style="list-style-type: none">Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guruSiswa mengamati fungsi sosial,	Kriteria penilaian: <ul style="list-style-type: none">Pencapaian fungsi sosialKelengkapan dan keruntutan struktur	6 x 2 JP	<ul style="list-style-type: none">Audio CD/ VCD/ DVDSUAR A GUR UKoran/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana</p>	<p>sosial</p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p>Struktur</p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p>Unsur kebahasaan</p> <p>(1) Kata-kata terkait karakter, watak, dan setting</p>	<p>struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu 	<p>teks naratif</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan</p>		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files/ http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p>Topik</p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kebahasaannya. <ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kepala SMAN 3 Bandar Lampung,

Bandar Lampung,
2018
 Guru Bahasa Inggris,

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Appendix 25

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1) EXPERIMENTAL CLASS

Nama Sekolah : SMA Negeri 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Materi Pokok : Narrative Text / Legenda
Skill : Menulis (Writing)
Alokasi Waktu : 2x45 menit (2JP)

A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	

	komunikasi fungsional.	
3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
4.13	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	- Merespon makna secara kontekstual terkait teks narrative lisan dan tulis berbentuk legenda sederhana - Memahami makna dalam teks naratif lisan dan tulis baik secara individu maupun kelompok

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membuat teks naratif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. MATERI PEMBELAJARAN

Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Social function

To amuse or to entertain the reader with a story.

2. Generic structure

- a. *Orientation*: Sets the scene: where and when the story happened and introduces the participants of the story, who and what involved in the story.
- b. *Complication*: tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- c. *Resolution*: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- d. *Re-orientation / Coda*: This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. *Grammatical Features*

- a. The use of noun phrases (a beautiful princess, a huge temple)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (He walked away from the village)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, sleep, wake up)
- f. The use of saying verb (say, tell, ask)
- g. The use of thinking verb, feelings verbs, verbs of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. *The example of Narrative Text*

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake

followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

E. STRATEGY PEMBELAJARAN

Guessing Game

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN		
Tahap	Kegiatan	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> - Siswa membalas salam dari guru. - Siswa menjawab presensi dari guru - Siswa berdo'a sebelum melakukan kegiatan belajar mengajar - Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil 	10 Menit
KEGIATAN INTI		
Observation	<ul style="list-style-type: none"> - Guru menjelaskan pengetahuan umum tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan. 	15 Menit
Questioning	<ul style="list-style-type: none"> - Guru memberikan beberapa pertanyaan brainstorming tentang topik yang akan di diskusikan 	5 Menit
Exploring	<ul style="list-style-type: none"> - Guru menjelaskan kepada siswa tentang materi yang akan di diskusikan. - Guru meminta siswa untuk membentuk beberapa grup diskusi - Guru memberikan clue tentang sebuah legenda menggunakan guessing game kepada setiap grup - Siswa perwakilan kelompok mengambil clue yang sudah di siapkan - Siswa menebak tentang sebuah legenda berdasarkan clue yang telah mereka terima 	20 Menit
Assosiation	<ul style="list-style-type: none"> - Guru memberikan tugas kepada setiap grup untuk membuat narrative text berdasarkan clue yang telah mereka ketahui 	20 Menit

	- Siswa secara berkelompok menganalisis teks legenda fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.	
Communicating	- Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah menganalisis teks legenda.	10 Menit
PENUTUP		
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran 	10 Menit

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : Powerpoint, LCD Proyektor, Laptop, Spidol, Handout.

Sumber : Buku Wajib siswa SMA/SMK Kelas X dan Internet

H. PENILAIAN HASIL PEMBELAJARAN

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indikator	Teknik	Bentuk	Contoh Soal
Membuat teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Tes tertulis	Tugas Individu	Make a legend of narrative text consist of 75-100 words provided

I. Scoring

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score: (C+O+V+L+M=20+20+20+30+10=100)

Guru Bahasa Inggris,

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)
EXPERIMENTAL CLASS

Nama Sekolah : SMA Negeri 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Materi Pokok : Narrative Text / Legenda
Skill : Menulis (Writing)
Alokasi Waktu : 2x45 menit (2JP)

A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9	Menganalisis fungsi sosial, struktur	- Mengidentifikasi fungsi sosial, struktur teks

	teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
4.13	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	<ul style="list-style-type: none"> - Merespon makna secara kontekstual terkait teks narrative lisan dan tulis berbentuk legenda sederhana - Memahami makna dalam teks naratif lisan dan tulis baik secara individu maupun kelompok

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membuat teks naratif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. MATERI PEMBELAJARAN

Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Social function

To amuse or to entertain the reader with a story.

2. Generic structure

- Orientation*: Sets the scene: where and when the story happened and introduces the participants of the story, who and what involved in the story.
- Complication*: tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- Resolution*: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

- d. *Re-orientation / Coda*: This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. *Grammatical Features*

- a. The use of noun phrases (a beautiful princess, a hug temple)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (He walked away from the village)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, sleep, wake up)
- f. The use of saying verb (say, tell, ask)
- g. The use of thinking verb, feelings verbs, verbs of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. *The example of Narrative Text*

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after

so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

E. STRATEGY PEMBELAJARAN

Guessing Game

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN		
Tahap	Kegiatan	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> - Siswa membalas salam dari guru. - Siswa menjawab presensi dari guru - Siswa berdo’a sebelum melakukan kegiatan belajar mengajar - Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil 	10 Menit
KEGIATAN INTI		
Observation	<ul style="list-style-type: none"> - Guru menjelaskan pengetahuan umum tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan. 	15 Menit
Questioning	<ul style="list-style-type: none"> - Guru memberikan beberapa pertanyaan brainstorming tentang topik yang akan di diskusikan 	5 Menit
Exploring	<ul style="list-style-type: none"> - Guru menjelaskan kepada siswa tentang materi yang 	20 Menit

	akan di diskusikan. - Guru meminta siswa untuk membentuk beberapa grup diskusi - Guru memberikan clue tentang sebuah legenda menggunakan guessing game kepada setiap grup - Siswa perwakilan kelompok mengambil clue yang sudah di siapkan - Siswa menebak tentang sebuah legenda berdasarkan clue yang telah mereka terima	
Assosiation	- Guru memberikan tugas kepada setiap grup untuk membuat narrative text berdasarkan clue yang telah mereka ketahui - Siswa secara berkelompok menganalisis teks legenda fokus pada fungsi sosial, struktur, dan unsur kebahasaannya.	20 Menit
Communicating	- Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah menganalisis teks legenda.	10 Menit
PENUTUP		
Penutup	- Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran	10 Menit

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : Powerpoint, LCD Proyektor, Laptop, Spidol, Handout.

Sumber : Buku Wajib siswa SMA/SMK Kelas X dan Internet

H. PENILAIAN HASIL PEMBELAJARAN

2. Indikator, Teknik, Bentuk, dan Contoh Soal

Indikator	Teknik	Bentuk	Contoh Soal
Membuat teks naratif dengan memperhatikan fungsi sosial, struktur	Tes tertulis	Tugas Individu	Make a legend of narrative text

teks, dan unsur kebahasaan, secara benar dan sesuai konteks			consist of 75-100 words provided
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I. Scoring

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score: (C+O+V+L+M=20+20+20+30+10=100)

Guru Bahasa Inggris,

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Mahasiswa Penelitian,

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)
EXPERIMENTAL CLASS

Nama Sekolah : SMA Negeri 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Materi Pokok : Narrative Text / Legenda
Skill : Menulis (Writing)
Alokasi Waktu : 2x45 menit (2JP)

A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9	Menganalisis fungsi sosial, struktur	- Mengidentifikasi fungsi sosial, struktur teks

	teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
4.13	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	<ul style="list-style-type: none"> - Merespon makna secara kontekstual terkait teks narrative lisan dan tulis berbentuk legenda sederhana - Memahami makna dalam teks naratif lisan dan tulis baik secara individu maupun kelompok

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membuat teks naratif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. MATERI PEMBELAJARAN

Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Social function

To amuse or to entertain the reader with a story.

2. Generic structure

- Orientation*: Sets the scene: where and when the story happened and introduces the participants of the story, who and what involved in the story.
- Complication*: tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- Resolution*: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

- d. *Re-orientation / Coda*: This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. ***Grammatical Features***

- a. The use of noun phrases (a beautiful princess, a hug temple)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (He walked away from the village)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, sleep, wake up)
- f. The use of saying verb (say, tell, ask)
- g. The use of thinking verb, feelings verbs, verbs of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. ***The example of Narrative Text***

Tangkuban Parahu

Long time ago in West Java, there lived a woman named Dayang Sumbi. She was thirsting for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog 'Tumang'. After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang.

Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night.

At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to

help her. Then the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies.

The morning came before Sangkuriang completed the boat. Unfortunately, the fairies and the ghosts also left Sangkuriang alone. Finally, Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

E. STRATEGY PEMBELAJARAN

Guessing Game

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN		
Tahap	Kegiatan	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> - Siswa membalas salam dari guru. - Siswa menjawab presensi dari guru - Siswa berdo'a sebelum melakukan kegiatan belajar mengajar - Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil 	10 Menit
KEGIATAN INTI		
Observation	<ul style="list-style-type: none"> - Guru menjelaskan pengetahuan umum tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan. 	15 Menit
Questioning	<ul style="list-style-type: none"> - Guru memberikan beberapa pertanyaan brainstorming tentang topik yang akan di diskusikan 	5 Menit
Exploring	<ul style="list-style-type: none"> - Guru menjelaskan kepada siswa tentang materi yang akan di diskusikan. - Guru meminta siswa untuk membentuk beberapa grup diskusi - Guru memberikan clue tentang sebuah legenda menggunakan guessing game kepada setiap grup - Siswa perwakilan kelompok mengambil clue yang sudah di siapkan 	20 Menit

	- Siswa menebak tentang sebuah legenda berdasarkan clue yang telah mereka terima	
Assosiation	<ul style="list-style-type: none"> - Guru memberikan tugas kepada setiap grup untuk membuat narrative text berdasarkan clue yang telah mereka ketahui - Siswa secara berkelompok menganalisis teks legenda fokus pada fungsi sosial, struktur, dan unsur kebahasaannya. 	20 Menit
Communicating	- Siswa menjelaskan fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah menganalisis teks legenda.	10 Menit
PENUTUP		
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran 	10 Menit

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : Powerpoint, LCD Proyektor, Laptop, Spidol, Handout.

Sumber : Buku Wajib siswa SMA/SMK Kelas X dan Internet

H. PENILAIAN HASIL PEMBELAJARAN

3. Indikator, Teknik, Bentuk, dan Contoh Soal

Indikator	Teknik	Bentuk	Contoh Soal
Membuat teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Tes tertulis	Tugas Individu	Make a legend of narrative text consist of 75-100 words provided

I. Scoring

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score: (C+O+V+L+M=20+20+20+30+10=100)

Guru Bahasa Inggris,

Bandar Lampung,2018
Mahasiswa Penelitian,

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Appendix 28

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1) CONTROL CLASS

Nama Sekolah : SMA Negeri 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Materi Pokok : Narrative Text / Legenda
Skill : Menulis (Writing)
Alokasi Waktu : 2x45 menit (2JP)

A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
4.13	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	- Merespon makna secara kontekstual terkait teks narrative lisan dan tulis berbentuk legenda sederhana - Memahami makna dalam teks naratif lisan dan tulis baik secara individu maupun kelompok

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membuat teks naratif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. MATERI PEMBELAJARAN

Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Social function

To amuse or to entertain the reader with a story.

2. *eneric structure*

- a. *Orientation*: Sets the scene: where and when the story happened and introduces the participants of the story, who and what involved in the story.
- b. *Complication*: tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- c. *Resolution*: The problem (the crisis) is revolved, either in a happy ending or in a sad (tragic) ending.
- d. *Re-orientation / Coda*: This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. *Grammatical Features*

- a. The use of noun phrases (a beautiful princess, a hug temple)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (He walked away from the village)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, sleep, wake up)
- f. The use of saying verb (say, tell, ask)
- g. The use of thinking verb, feelings verbs, verbs of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. *The example of Narrative Text*

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch.

Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

E. STRATEGY PEMBELAJARAN

Free Writing Technique

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN		
Tahap	Kegiatan	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> - Siswa membalas salam dari guru. - Siswa menjawab presensi dari guru - Siswa berdo'a sebelum melakukan kegiatan belajar mengajar - Guru menjelaskan pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan. 	10 Menit
KEGIATAN INTI		
Observation	<ul style="list-style-type: none"> - Guru memberikan materi tentang narrative text dan meminta siswa untuk memahami materi tentang narrative text. - Siswa membaca teks narrative tentang teks legenda yang di berikan oleh guru. - Siswa mencermati fungsi sosial dan struktur teks yang digunakan dalam teks legenda. - Siswa mencari pesan yang terkandung dalam teks legenda. - Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks legenda. 	15 Menit
Questioning	<ul style="list-style-type: none"> - Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks. 	5 Menit

Exploring	<ul style="list-style-type: none"> - Guru menjelaskan dan memandu siswa mengembangkan ide tentang topik yang di diskusikan - Guru bertanya kepada siswa tentang topik yang akan mereka tulis - Guru memberikan batas waktu kepada siswa untuk membuat teks naratif tentang legenda berdasarkan topik yang ditentukan 	30 Menit
Assosiation	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks naratif 	10 Menit
Communicating	<ul style="list-style-type: none"> - Peserta didik menyimpulkan nilai moral yang ditemukan pada teks legenda tersebut. 	5 Menit
PENUTUP		
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran 	15 Menit

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : Powerpoint, LCD Proyektor, Laptop, Spidol, Handout.

Sumber : Buku Wajib siswa SMA/SMK Kelas X dan Internet

H. PENILAIAN HASIL PEMBELAJARAN

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indikator	Teknik	Bentuk	Contoh Soal
Membuat teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Tes tertulis	Tugas Individu	Make a legend of narrative text consist of 75-100 words provided

I. Scoring

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score: (C+O+V+L+M=20+20+20+30+10=100)

Guru Bahasa Inggris,

Bandar Lampung,2018
Mahasiswa Penelitian,

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)

CONTROL CLASS

Nama Sekolah : SMA Negeri 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Materi Pokok : Narrative Text / Legenda
Skill : Menulis (Writing)
Alokasi Waktu : 2x45 menit (2JP)

A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda	- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai

	rakyat, sesuai dengan konteks penggunaannya.	dengan konteks penggunaannya.
4.13	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	<ul style="list-style-type: none"> - Merespon makna secara kontekstual terkait teks narrative lisan dan tulis berbentuk legenda sederhana - Memahami makna dalam teks naratif lisan dan tulis baik secara individu maupun kelompok

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membuat teks naratif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. MATERI PEMBELAJARAN

Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Social function

To amuse or to entertain the reader with a story.

2. Generic structure

- Orientation*: Sets the scene: where and when the story happened and introduces the participants of the story, who and what involved in the story.
- Complication*: tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- Resolution*: The problem (the crisis) is revolved, either in a happy ending or in a sad (tragic) ending.
- Re-orientation / Coda*: This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. Grammatical Features

- The use of noun phrases (a beautiful princess, a hug temple)

- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (He walked away from the village)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, sleep, wake up)
- f. The use of saying verb (say, tell, ask)
- g. The use of thinking verb, feelings verbs, verbs of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. *The example of Narrative Text*

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a

mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

E. STRATEGY PEMBELAJARAN

Free Writing Technique

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN		
Tahap	Kegiatan	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> - Siswa membalas salam dari guru. - Siswa menjawab presensi dari guru - Siswa berdo’a sebelum melakukan kegiatan belajar mengajar - Guru menjelaskan pengetahuan umum tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan. 	10 Menit
KEGIATAN INTI		
Observation	<ul style="list-style-type: none"> - Guru memberikan materi tentang narrative text dan meminta siswa untuk memahami materi tentang narrative text. - Siswa membaca teks narrative tentang teks legenda yang di berikan oleh guru. - Siswa mencermati fungsi sosial dan struktur teks yang digunakan dalam teks legenda. - Siswa mencari pesan yang terkandung dalam teks legenda. - Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks legenda. 	15 Menit

Questioning	<ul style="list-style-type: none"> - Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks. 	5 Menit
Exploring	<ul style="list-style-type: none"> - Guru menjelaskan dan memandu siswa mengembangkan ide tentang topik yang di diskusikan - Guru bertanya kepada siswa tentang topik yang akan mereka tulis - Guru memberikan batas waktu kepada siswa untuk membuat teks naratif tentang legenda berdasarkan topik yang ditentukan 	20 Menit
Assosiation	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks naratif 	15 Menit
Communicating	<ul style="list-style-type: none"> - Peserta didik menyimpulkan nilai moral yang ditemukan pada teks legenda tersebut. 	10 Menit
PENUTUP		
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran 	15 Menit

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : Powerpoint, LCD Proyektor, Laptop, Spidol, Handout.

Sumber : Buku Wajib siswa SMA/SMK Kelas X dan Internet

H. PENILAIAN HASIL PEMBELAJARAN

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indikator	Teknik	Bentuk	Contoh Soal
Membuat teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Tes tertulis	Tugas Individu	Make a legend of narrative text consist of 75-100 words provided

I. Scoring

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score: (C+O+V+L+M=20+20+20+30+10=100)

Guru Bahasa Inggris,

Bandar Lampung,2018
Mahasiswa Penelitian,

Drs. Edward Hidayat, M. Pd
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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)
CONTROL CLASS

Nama Sekolah	: SMA Negeri 3 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 1
Materi Pokok	: Narrative Text / Legenda
Skill	: Menulis (Writing)

Alokasi Waktu : 2x45 menit (2JP)

A. KOMPETENSI INTI (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
4.13	Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	- Merespon makna secara kontekstual terkait teks narrative lisan dan tulis berbentuk legenda sederhana - Memahami makna dalam teks naratif lisan dan tulis baik secara individu maupun kelompok

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

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- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membuat teks naratif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. MATERI PEMBELAJARAN

Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1. Social function

To amuse or to entertain the reader with a story.

2. Generic structure

- a. *Orientation*: Sets the scene: where and when the story happened and introduces the participants of the story, who and what involved in the story.
- b. *Complication*: tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- c. *Resolution*: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- d. *Re-orientation / Coda*: This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. Grammatical Features

- a. The use of noun phrases (a beautiful princess, a huge temple)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses (He walked away from the village)
- d. The use of adverbial phrases of time and place (in the garden, two days ago)
- e. The use of action verb (walk, sleep, wake up)
- f. The use of saying verb (say, tell, ask)

- g. The use of thinking verb, feelings verbs, verbs of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. The example of Narrative Text

Tangkuban Parahu

Long time ago in West Java, there lived a woman named Dayang Sumbi. She was thirsting for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog 'Tumang'. After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang.

Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night.

At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies.

The morning came before Sangkuriang completed the boat. Unfortunately, the fairies and the ghosts also left Sangkuriang alone. Finally, Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

E. STRATEGY PEMBELAJARAN

Free Writing Technique

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN		
Tahap	Kegiatan	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> - Siswa membalas salam dari guru. - Siswa menjawab presensi dari guru - Siswa berdo'a sebelum melakukan kegiatan belajar mengajar - Guru menjelaskan pengetahuan umum tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang diberikan. 	10 Menit
KEGIATAN INTI		
Observation	<ul style="list-style-type: none"> - Guru memberikan materi tentang narrative text dan meminta siswa untuk memahami materi tentang narrative text. - Siswa membaca teks narrative tentang teks legenda yang di berikan oleh guru. - Siswa mencermati fungsi sosial dan struktur teks yang digunakan dalam teks legenda. - Siswa mencari pesan yang terkandung dalam teks legenda. - Siswa dapat mencari ide pokok paragraph yang terkandung dalam teks legenda. 	15 Menit
Questioning	<ul style="list-style-type: none"> - Siswa mempertanyakan ide pokok setiap paragraf, makna dari kata-kata baru dan informasi rinci dalam teks. 	5 Menit
Exploring	<ul style="list-style-type: none"> - Guru menjelaskan dan memandu siswa mengembangkan ide tentang topik yang di diskusikan - Guru bertanya kepada siswa tentang topik yang akan mereka tulis - Guru memberikan batas waktu kepada siswa untuk membuat teks naratif tentang legenda berdasarkan topik yang ditentukan 	30 Menit
Assosiation	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks 	10 Menit

	naratif	
Communicating	- Peserta didik menyimpulkan nilai moral yang ditemukan pada teks legenda tersebut.	5 Menit
PENUTUP		
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran 	15 Menit

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Appendix 31

Students' Pre-test (Experimental Class)

Appendix 32

Students' Post-test (Experimental Class)

Appendix 33

Students' Pre-test (Control Class)

Appendix 34

Students' Post-test (Control Class)